STATE TEACHERS COLLEGE

WORCESTER, MASSACHUSETTS

Fifty-ninth Year, 1932-1933

The last issue of this catalogue, immediately preceding this one,
was that of the FIFTY-SEVENTH YEAR, 1930-1931.
No catalogue was issued in
1931-1932

TEACHERS COLLEGE

CALENDAR

1932

September 12 and 13, Monday and Tuesday	Entrance examinations.
September 14, Wednesday	College year begins.
September 16, Friday	Reception to first-year students.
November 24, Thursday	Thanksgiving recess begins.
November 28, Monday	Classes resumed.
December 24, Saturday	Christmas recess begins.

1933

January 2, Monday	New Year's Day, a holiday.
January 2, Monday	Christmas recess ends.
January 3, Tuesday	Classes resumed.
January 17-20 Tuesday to Friday, inclusive	Semester examinations.
January 20, Friday	First semester ends.
January 23, Monday	Second semester begins.
February 22, Wednesday	Washington's Birthday, a holiday.
April 14-21, Friday to Friday, inclusive	Spring recess.
May 12, Friday	Visitors' Day, Training School.
May 19, Friday	Field Day.
May 30, Tuesday	Memorial Day, a holiday.
June 1 and 2, Thursday and Friday	First entrance examinations.
May 29 to June 5, Monday to Monday, inclusive	Final examinations.
June 7, Wednesday	Graduation Exercises, Training School.
June 8, Thursday	President's Reception to the Graduating Class.
June 9, Friday	Commencement Exercises.
June 10, Saturday	Midsummer vacation begins.
September 11 and 12, Monday and Tuesday	Entrance examinations.
September 13, Wednesday	College year begins.
September 15, Friday	Reception to first-year students.
November 23, Thursday	Thanksgiving recess begins.
November 27, Monday	Classes resumed.
December 23, Saturday	Christmas recess begins.

1934

January 1, Monday	New Year's Day, a holiday.
January 1, Monday	Christmas recess ends.
January 2, Tuesday	Classes resumed.
January 16-19, Tuesday to Friday, inclusive	Semester examinations.
January 19, Friday	First semester ends.
January 22, Monday	Second semester begins.
February 22, Thursday	Washington's Birthday, a holiday.
March 30-April 6, Friday to Friday, inclusive	Spring recess.
April 19, Thursday	Patriots' Day, a holiday.
May 11, Friday	Visitors' Day, Training School.
May 18, Friday	Field Day.
May 30, Wednesday	Memorial Day, a holiday.
May 29-June 4, Tuesday to Monday, inclusive	Final examinations.
May 31 and June 1, Thursday and Friday	First entrance examinations.
June 6, Wednesday	Graduation Exercises, Training School.
June 7, Thursday	President's Reception to the Graduating Class.
June 8, Friday	Commencement Exercises.
June 9, Saturday	Midsummer vacation begins.
September 10 and 11, Monday and Tuesday	Second entrance examinations.
September 12, Wednesday	College year begins.
September 14, Friday	Reception to first-year students.
November 29, Thursday	Thanksgiving recess begins.
December 3, Monday	Classes resumed.
December 22, Saturday	Christmas recess begins.

Commonwealth of Massachusetts

DEPARTMENT OF EDUCATION

PAYSON SMITH, *Commissioner of Education*

Members of Advisory Board

THE COMMISSIONER OF EDUCATION, *Chairman, Ex Officio*

Term expires

1932. SARAH LOUISE ARNOLD, Riverbank Court, Boston.
1932. MRS. ELLA LYMAN CABOT, 101 Brattle Street, Cambridge.
1933. ARTHUR H. LOWE, Fitchburg.
1933. WALTER V. McDUFFEE, Central High School, Springfield.
1934. A. LINCOLN FILENE, 426 Washington Street, Boston.
1934. THOMAS H. SULLIVAN, Slater Building, Worcester.

Division of Elementary and Secondary Education and Teachers Colleges

FRANK W. WRIGHT, *Director*

BURR F. JONES	*Supervisor of Elementary Education.*
FRANK P. MORSE	*Supervisor of Secondary Education.*
ARTHUR B. LORD	*Research and Statistics.*
HARRY E. GARDNER	*Registration of Teachers.*
CARL L. SCHRADER	*Physical Education.*
ALMA G. PORTER	*Assistant in Physical Education.*
IDA E. SCHEIB	*Assistant Supervisor of Safety Education.*

FACULTY[1]

STATE TEACHERS COLLEGE

WILLIAM B. ASPINWALL, A.B. (Harvard), Pd.M. (New York State College for Teachers), Ph.D. (University of Paris), President . . . . 1 Normal Street
Education and Ethics

LEE RUSSELL, B.Sc. (Worcester Polytechnic Institute) . . 27 Windsor Street
General Science, Supervision of Apprentices

M. HARRIETTE BISHOP, A.B. (Barnard), (Oswego, N. Y. State Normal School) . . . . . 1 Normal Street
Chief Supervisor, Department of Apprenticeship, Education

JESSE W. HUBBARD, A.B., A.M. (Indiana) . . . . . 72 Elm Street
Geography

MARY B. PRATT, B.S., A.M. (Columbia) . . . . . 28 Sever Street
Supervision of Apprentices, History, Geography, School Law

LAWRENCE A. AVERILL, A.B., A.M., Ph.D. (Clark) . . . . 5 Rupert Street
Psychology, Education, Mental Hygiene

MARGARET B. TOOLE (State Teachers College at Worcester) . . 29 West Street
Penmanship

ANNABEL C. ROE, A.B. (Mount Holyoke) . . . . . 38 Somerset Street
Literature and Expression

MYRA A. FITCH, A.B. (Colorado Teachers' College), (State Normal School, Castine, Maine) . . . . . 21 Arletta Avenue
Principal of Training Department, Supervision of Apprentices

FLORENCE I. HOLDEN, B.S. (Boston University), A.M. (Columbia), (State Teachers College at Worcester) . . . . . Holden, Mass.
English Expression

MARGUERITE C. MCKELLIGETT, A.B. (New York State College for Teachers) . . . . . 39 School Street, Warren, Mass.
French, Supervision of Apprentices

RUTH F. ATKINSON, B.S. (Boston University), (Wellesley, Department of Hygiene) . . . . . 734 Pleasant Street
Physical Training, Playground Games, Hygiene

GRACE CLEE SMITH, B.S. (Massachusetts School of Art), (City Training School Springfield) . . . . . 3 Monterey Road
Art, Supervision of Apprentices, Citizenship

GERTRUDE V. WHEELER, B.S. (State Teachers College at Worcester), (Cortland, N. Y., State Normal School) . . . . . 3 John Street
Supervision of Apprentices, Elementary Methods

EDMUND C. OSBORNE, B.S. (New York State College for Teachers), A.M. (Columbia) . . . . . Sterling, Mass.
Higher Mathematics and Social Science

FRANCIS L. JONES, A.B., A.M. (Brown) . . . . . 144 June Street
Latin and Ancient History

LENA A. WEST, B.S. (Columbia) (State Teachers College at North Adams) . . . . . 13 Fiske Street
Arithmetic and Reading Methods, Supervision of Apprentices

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[1] Except the president, arranged in order of appointment.

CHARLES F. ECHTERBECKER, A.B. (Dartmouth), F.R.S.A. (London) — 5 Everett Street
Education and Psychology

GUY H. WINSLOW, A.M. (Clark) . . . . . South Lancaster, Mass.
History and Government

AGNES E. SCRIBNER, A.B., A.M. (Smith) . . . . . 15 Somerset Street
Biology, Hygiene, and Nature Study

GRACE A. KENDRICK, B.S. (State Teachers College at Lowell) . . 3 Iowa Street
Music and Story Telling

ETHEL LARM, A.B., A.M. (Indiana) . . . . . 48 Brownell Street
Literature and English Expression

MYRTIE I. WEBBER . . . . . 144 Elm Street
Secretary to the Faculty

WINIFRED C. FITCH . . . . . 21 Arletta Avenue
Librarian

SUSAN E. JAMES . . . . . 28 Iowa Street
Clerk

PATRICK J. O'MALLEY . . . . . 1 Knight Street
Chief Janitor

SCHOOL OF OBSERVATION

The Elizabeth Street School

(Affiliated with Teachers College for the purpose of observation)

ALICE H. BELDING	Principal
MARY J. DONNELLY, Assistant Principal	Grade 8
MARGARET E. MAHER	Grade 8
MAUDE A. WILLARD	Grade 7
AGNES S. ROUGVIE	Grade 6
ALICE E. SINNOTT	Grades 5, 6
MAY L. BROOKS	Grade 5
CATHERINE M. SULLIVAN	Grades 4, 5
MARTHA E. PECK	Grade 3
MARGARET J. SHEA	Grades 2, 3
LAURA M. CONNOR	Grade 1
DOROTHY E. MCQUEENEY	Grade 1
IRENE M. KENNEDY	Fresh-Air Room

STATE TEACHERS COLLEGE

WORCESTER, MASSACHUSETTS

HISTORICAL STATEMENT

The establishment of the State Teachers College at Worcester was authorized by legislative resolve in 1871. At that time it was called the State Normal School at Worcester, the name which it retained until 1932. The construction of the building was begun in 1872 and was completed in 1874, so that it was first opened to students in September, 1874. The institution started with a faculty of six teachers and a student registration of sixty-nine. Since that first year, these figures have increased to twenty-two teachers besides fourteen Observation School teachers, and two hundred seventy-five students.

In 1880, through the coöperation of the Superintendent and the School Committee of Worcester, a plan of apprenticeship for the students in training in the city public schools was inaugurated and proved so satisfactory in providing for effective practice teaching that it has been continued for fifty-two years, and is still in successful operation. In 1911 one of the city schools was affiliated with the teachers college for the purpose of directed observation of expert teaching on the part of the students in training.

During the earlier years the training courses were two years in length, then three years in length, both for kindergarten and primary teachers, and for teachers of all the grades of the elementary school. In 1921 there was also established the four-year course leading to the degree of Bachelor of Science in Education, and in 1929, the two-year course was given up, leaving only the three-year courses for the kindergarten-primary teachers and for elementary school teachers, and the four-year course for junior and senior high school teachers.

Since 1927, through Extension Courses offered by the teachers college in affiliation with the State Department of University Extension, opportunity has been granted also to graduates of the shorter courses to qualify for the degree of Bachelor of Science in Education. This privilege has been appreciated by a large number of graduates, as is shown by a registration of over three hundred teachers taking these courses for credit toward the degree.

The extension of the work of the institution and the increase in its registration necessitated for years the serious consideration of a new plant to provide more space and better facilities. The efforts to bring this about resulted in a resolve passed in 1929 by the Legislature authorizing the erection of an entirely new building on a new site to be provided for this purpose by the City of Worcester without cost to the State. The site selected, comprising twenty acres at the junction of May and Chandler Streets, known as the Lincoln Farm, was secured, and the Legislatures of 1930 and 1931 made an appropriation of $365,000 for the erection of the new teachers college plant. The building was completed in 1931 and was first occupied in January, 1932.

In the development of the courses of study the greatest growth for the past eleven years has been in the curricula leading to the Bachelor's degree. In both the elementary-school department and the junior and senior high-school department the four-year curricula are now offered, the former being optional since 1930 and the latter being required since 1921, as indicated above. Consequently with the overwhelming majority of the students being registered as candidates for the degree, it was believed that the name of the institution should be changed to State Teachers College in order to be more consistent with the collegiate character of the work done. To this change the Legislature of 1932 agreed and the name of State Teachers College at Worcester was, therefore, authorized in April, 1932.

AIM AND PURPOSE OF THE TEACHERS COLLEGE

The Department of Education by a vote passed May 6, 1880, stated the design of the college and the course of studies as follows:

The design of the teachers college (normal school at that time), is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing and teaching the public schools of the Commonwealth.

To this end there must be the most thorough knowledge: first, of the branches of learning required to be taught in the schools; second, of the best methods of teaching these branches; and third, of right mental training.

ENTRANCE HALL

REQUIREMENTS FOR ADMISSION

I. Application for Admission.—Every candidate for admission to a teachers college is required to fill out a blank entitled "Application for Admission to a State Teachers College" and send it to the president of the teachers college that he desires to enter. This blank may be secured from the principal of the high school or the teachers college and should be filed before June 1 of the candidate's senior year.

The following regulation issued by the Department of Education governs the receipt of applications:

Application for admission to a state teachers college will be received by the several colleges from members of the senior class in secondary schools on and after January 1 of the year in which admission is sought.

Candidates who apply and do not gain admission during that year must reapply under the same conditions governing dates.

II. Blanks to be Filed by the High School Principal.—The principal of the high school last attended is expected to fill out two blanks—one giving the "Record of High School Work" and the other a "Rating of Personal Characteristics"—and send them to the president of the teachers college.

III. General Qualifications.—Every candidate for admission as a regular student must meet the following requirements:

1. *Health.*—A candidate must be in good physical condition and free from any disease, infirmity, or other defect that would unfit him for public school teaching. (See page 29.) A "Health Record" entered by the family physician on a blank to be furnished by the State Teachers College must be presented with the "Record of High School Work," and before final admission is granted the candidate will be given a physical examination by the college physician.

2. *High School Graduation.*—The candidate must be a graduate of a standard four-year high school, or have equivalent preparation.

3. *Completion of Fifteen Units of High School Work.*—The "Record of High School Work" must show the completion of fifteen units accepted by the high school in meeting graduation requirements, a unit being defined as follows:

A unit represents a year's study in any subject in a secondary school, so planned as to constitute approximately one fourth of a full year of work for a pupil of normal ability. To count as a unit the recitation periods shall aggregate approximately 120 sixty-minute hours. Time occupied by shop or laboratory work counts one half as much as time recitation.

4. *Personal Characteristics.*—The "Rating of Personal Characteristics," and the moral character of the candidate, must, in the judgment of the president of the teachers college, warrant the admission of the candidate.

IV. Scholarship Requirements:

1. Effective in September, 1932.

Of the 15 units that can be presented for admission in 1932 ten must be selected as heretofore from the list given below (cf. IV, 2, d), but must include the 6 units listed below as "Prescribed" and 4 units from those listed as "Limited Electives"; the 5 additional units may as heretofore consist of any work which the high school will accept as meeting its graduation requirements.

2. Effective in September, 1933, and thereafter.

Of the 15 units presented for admission in 1933 and thereafter, 12 must be selected from the list given below (cf. IV, 2, d) and must include the 6 units listed below as "Prescribed," and 6 units from those listed as "Limited Electives"; the other 3 units may be "Free Electives."

PRESCRIBED (6 units beginning in September, 1932).

English	3 units.
United States History	1 unit.
Mathematics	1 unit.
Science	1 unit.
	6 units.

LIMITED ELECTIVES (4 units in 1932; 6 units in 1933 and thereafter).

To be selected from the following:

English	1 unit.
Foreign Language	2, 3, or 4 units.
History and Social Science	1 or 2 units.
Mathematics	1 or 2 units.
Science	1 or 2 units.
Fine and Practical Arts	1 unit.
Commercial Subjects (Typewriting not accepted without stenography.)	1 unit.
	6 units.

FREE ELECTIVES (5 units in 1932; 3 units in 1933 and thereafter).

These units of Free Electives may consist of any work which the high school accepts as meeting its graduation requirements.

All units of credit for admission may be secured either by certification by the high school or by examination by the teachers college.

1. *Certification* may be granted for work of B or A grade to the amount of 1 unit for each year in which a subject is studied in the high school, provided the candidate is a graduate of a Class A high school or is in the upper half of the graduating class of a Class B high school. To be admitted by certification alone, the candidate must present work of B or A grade as follows: in 1932, 10 units; in 1933 and thereafter 12 units.

2. *Examination—*

a. Any candidate who is a graduate of a Class A or Class B high school whose record does not entitle him to certification for at least 5 units is required to secure credit by examination for 12 units of work.

b. Any candidate who is a graduate of a high school not entitled to certification may be permitted to secure credit toward admission by passing examinations in subjects evaluating 10 units, provided the 5 additional units necessary to make up the 15 units required for admission represent subjects which the high school accepts as meeting its graduation requirements and in which the candidate has secured grades acceptable to the high school.

c. It is understood that candidates are not to present themselves for examination in subjects not pursued during the last four years of the secondary school.

d. Examinations for this purpose will be offered by the Teachers College in the following subjects:

SOCIAL STUDIES

Community Civics	½ or 1 unit.
History to about 1700	1 unit.
European History since 1700	1 unit.
Economics	½ unit.
Problems of Democracy	½ or 1 unit.
Ancient History	1 unit.
English History	1 unit.
Medieval and Modern History	1 unit.

SCIENCE

General Science	½ or 1 unit.
Biology, Botany, or Zoölogy	½ or 1 unit.
Chemistry	1 unit.
Physics	1 unit.
Physical Geography	½ or 1 unit.
Physiology and Hygiene	½ or 1 unit.

FOREIGN LANGUAGE

Latin	2, 3, or 4 units.
French	2 or 3 units.
Spanish	2 units.
German	2 or 3 units.

Mathematics

Algebra	1 unit.
Arithmetic	1 unit.
College Review Mathematics	1 unit.
Geometry	1 unit.

Commercial Subjects

Stenography (including Typewriting)	1 or 2 units.
Bookkeeping	1 unit.
Commercial Geography	½ or 1 unit.
Commercial Law	½ unit.

Fine and Practical Arts

Home Economics	1 or 2 units.
Manual Training	1 unit.
Drawing	½ or 1 unit.
Music	½ or 1 unit.

V. Method of Selection of Candidates.—The admission of applicants will be determined on July 1, by the following method of selection. The scholarship record and the ratings of the personal characteristics of *all* applicants will be evaluated in accordance with the procedure stated below. Candidates will then be admitted in the order of their total scores until the quota for the college has been reached.

(a) Scholarship will be allowed 75 points for 15 units of work.

(b) Personality will be allowed 25 points.

As a basis of computing the total score from the scholarship record as submitted by the high-school principal, a mark of "A" will be given 5 points; "B," 4 points; "C," 3 points; "D," 2 points. (For the system of marking, see Manual for High Schools, page 74.)

As a basis of computing the personality record, which includes ten characteristics exclusive of health, a mark of "Excellent" will be allowed 2½ points; "Good" 2 points; "Fair," 1½ points; "Poor," 1 point.

Each applicant must also pass a satisfactory physical examination before final admission can be gained.

VI. Filing of Application for Admittance.—Application blanks should be filed as soon after January 1 of the senior year of the applicant as is convenient, and must be filed before June 15 of that year.

VII. Place, Time, and Division of Examinations.—Entrance Examinations may be taken in June and September at any State Teachers College (including the Massachusetts School of Art) at the convenience of the applicant. A candidate may take all the examinations at one time or divide them between June and September. Students who have completed the third year in a secondary school may take examinations in not more than five units other than English, in either June or September. Permanent credit will be given for any units secured by examination or certification.

VIII. Admission as Advanced Students.—A graduate of a Teachers College or of a college may be admitted as a regular or advanced student, under conditions approved by the Department.

IX. Admission of Special Students.—When any Teachers College, after the opening of the college year, can accommodate additional students, the Commissioner may authorize the admission as a special student of any mature person recommended by the president as possessing special qualifications because of exceptional and vital experience and achievement outside of school. Special students are not candidates for diplomas or degrees until they qualify as regular students, but they may receive certificates from the Department upon the satisfactory completion of the work of any curriculum.

CURRICULA

Curricula are offered as described on the following pages. These curricula comprise:

(I) *A three-year or optional four-year elementary school teachers' curriculum,* designed for students preparing to teach in the first six grades of the elementary school; the four-year curriculum leading to the degree of Bachelor of Science in Education.

(II) *A four-year secondary school teachers' curriculum,* leading to the degree of Bachelor of Science in Education, designed for students preparing to teach in the junior or senior high school.

If the number of applicants for admission who are able to meet the entrance requirements should in any one year exceed the accommodations of the college, the number that may be admitted into any curriculum will, in accordance with the regulations of the department of education, be necessarily limited.

I. Elementary School Teachers' Curriculum

A three-year or optional four-year course, designed for students preparing to teach in the first six grades of the elementary school.

THREE-YEAR OR FOUR-YEAR ELEMENTARY SCHOOL TEACHERS COURSE

First Year		*Second Year*	
Name and Number of Course	Semester Hours	Name and Number of Course	Semester Hours
Art		Art	
31 Introduction to Art	2	32 Art Instruction in the Elcmentary Grades	1
Education		Education	
31-1 Observation and Methods	3	32-1 Educational Psychology	2
31-2 Introduction to Education	2	32-2 Class Management	½
31-3 Introductory Psychology	3	32-3 School Law	½
31-4 Health Education	2	English Expression	
English Expression		32-1 Reading and Language Methods	3
31-1 English Essentials	5	32-2 Written Expression	1½
31-2 Penmanship	½	Geography	
31-3 Library Instruction	½	32 Methods of Teaching Geography	3
Geography		History	
31 Regional Geography	3	32-1 Methods of Teaching History	4
History		32-2 Citizenship Instruction	2
31 European Backgrounds of United States History	3	Literature	
Literature		32 Selected Literature	3
31 Story-Telling, Children's Literature	2½	Mathematics	
Mathematics		32 Methods of Teaching Arithmetic	3
31 Practical Arithmetic	3	Music	
Music		30, 32 Chorus and Methods of Teaching Music	2
30, 31 Chorus and Music Fundamentals	1½	Science	
Science		32 Elementary Science and Methods	2½
31 Nature Study	3	Teaching for 9 weeks	
Physical Education		Physical Education	

Third Year

Art		Literature	
33-1 Correlation of Art and the Elementary School Curriculum	1	33 Modern Literature	3
33-2 Art Appreciation	1	Mathematics	
Education		33 Applied Arithmetic	3
33-1 Educational Sociology	2	Music	
33-2 Educational Measurements	2	33 Music Appreciation Methods	2
English Expression		Science	
33 Oral Expression	3	33-1 Applied Science	2½
Geography		33-2 Nature Study (cont.)	½
33 Advanced Regional Geography	4	Teaching for 9 weeks	
History		Physical Education	
33 History of Institutions	4		

Optional Fourth Year

Students who desire to teach in the first six grades of the elementary school and who also desire to secure the degree of Bachelor of Science in Education, may, upon graduation from the Three-Year Curriculum, as outlined above, return for a fourth year and qualify for the degree by the satisfactory completion of the following courses:

Fourth Year

(Only for Graduates of the Three-Year Elementary Teachers' Curriculum as Outlined above)

Name and Number of Course	Semester Hours	Name and Number of Course	Semester Hours
Education		History	
44-1 Educational Experimentation .	2	42 History of the United States .	6
44-3 Mental Hygiene	2	Literature	
English		403 World Literature	6
43 Advanced English Expression .	3	Mathematics	
Elective English	3	43 Mathematics for the Elementary School	2
Geography		Science	
403 a Advanced Physical Geography b Correlation of Geography and History	6	42 General Biology	4

Also Physical Education

II. Four-Year Junior or Senior High School Teachers Curriclum, Leading to the Degree of Bachelor of Science in Education

Note.—Students desiring to qualify for teaching in the junior or senior high school, must devote the entire four years to their preparation. Those entering the first year as candidates for the degree will be asked to elect two departments in which they desire to do intensive work with a view to teaching these subjects in junior or senior high schools. At the present time the election of these major subjects may be made from the following departments: English, French, Geography, Latin, History and Social Science, and Mathematics.

The descriptions of the different courses will be found on pages 10 to 23. It should be noted that the right is reserved to withdraw any course in which the number of students electing it is not sufficiently large to justify the formation of a class. In choosing their major subjects, students should be guided by their natural abilities, their interests, and their previous training.

Four-Year Junior or Senior High School Teachers Course

First Year		*Second Year*	
Name and Number of Course	Semester Hours	Name and Number of Course	Semester Hours
Education		Education	
41-1 Observation and Methods . .	3	42-1 Psychology of Adolescence .	3
41-2 Introduction to Education . .	2	42-2 Methods in Secondary Education	3
41-3 Introductory Psychology . .	3	English Expression	
English Expression		42 English Expression	2
41 Rhetoric and Composition . .	6	History	
History		42 American History	6
41 Modern European History . .	6	Literature	
Science		42 Introduction to Literature . .	3
41 General Science	2	Mathematics	
Electives	12	42 Mathematics for the Secondary School	2
Also Physical Education		Science	
		42 General Biology	4
		Electives	12
		Also Physical Education	

Third Year		*Fourth Year*	
Name and Number of Course	Semester Hours	Name and Number of Course	Semester Hours
Education		Education	
43-1 Educational Measurements	2	44-1 Educational Experimentation	2
43-2 History of Education	2	44-2 Hygiene of Adolescence	2
English Expression		44-3 Mental Hygiene	2
43 Advanced English Expression	3	History and Social Science	
History and Social Science		44 Economics	4
43 Sociology	6	Electives	18
Literature		Also Physical Education and Practice Teaching: one period daily, 18 weeks	
43 Advanced English Literature	3		
Electives	12		
Also Physical Education and Practice Teaching: 9 weeks			

THE COURSES OF INSTRUCTION

Note.—All courses described below are evaluated in semester hours. To qualify, for the diploma granted to graduates of the Three-Year Elementary Teachers' Curriculum a student must complete satisfactorily courses aggregating ninety semester-hours besides the required physical education and the required practice teaching. To qualify for the degree of Bachelor of Science in Education, which is granted to graduates of the Four-Year Curriculum, a student must complete satisfactorily courses aggregating one hundred and twenty-four semester-hours besides the required physical education and the required practice teaching. The class periods are fifty minutes in length.

ART

Three-Year Course

31. Introduction to Art. Miss Smith. First year. Thirty-six weeks: two periods weekly. (Two semester-hours.) A course designed to acquaint the student with the meaning, scope and value of art, to develop desire and ability to use art in her preparation for teaching and to give sufficient knowledge of art principles to recognize and, to some extent, apply them in her everyday life.

32. Art Instruction in the Elementary Grades. Miss Smith. Second year. Eighteen weeks: two periods weekly. (One semester-hour.) A course designed to familiarize the student with the place of art in education, to give her a working knowledge of the psychological methods effective in the teaching of art in the elementary grades and to show her how to gain help from art supervisors and art curricula.

33-1. The Correlation of Art and the Elementary School Curriculum. Miss Smith. Third year. Nine weeks: four periods weekly. (One semester-hour.) A course designed to give to the student sufficient knowledge and ability to enable her to adapt and apply the various phases of art (graphic expression, construction and appreciation) to the needs of other school subjects.

33-2. Appreciation of Art. Miss Smith. Third year. Nine weeks: four periods weekly. (One semester-hour.) A course designed to acquaint the student with beauty found in the art of the past and the present, to raise her standards of taste and to develop her powers of discrimination. Field trips, museum visits.

Four-Year Course

Elective

401. General Art. Miss Smith. First year. Thirty-six weeks: four periods weekly. (Six semester-hours.) A course introducing the student to the meaning, scope and value of art with definite applications to her own professional and personal life.

402. Appreciation of Art. Miss Smith. Second year. Thirty-six weeks: four periods weekly. (Six semester-hours.) A course in art analysis which enables the student to understand, recognize and apply the principles of art in the affairs of everyday life as well as to find enjoyment in the contemplation of outstanding masterpieces. Field trips, museum visits.

403. History of Art. Miss Smith. Third or fourth year. Twenty-seven weeks: three periods weekly. (Three semester-hours.) A course dealing with the evolution of art and its important periods from prehistoric times to the present, with especial emphasis upon its significant expression of the people producing it. Field trips, museum visits.

EDUCATION AND PSYCHOLOGY

Three-Year Course

31-1. Observation and Methods of Teaching. Miss Pratt, Miss McKelligett and Dr. Averill. First year. Thirty-six weeks: one recitation period weekly; one period of observation weekly. (Three semester-hours.) A study, aided by direct observation of class teaching, of those aims and principles of education which most plainly influence method, of their application to the various subjects in the elementary school curriculum and of the exercises employed to realize them. An important part of this course consists of weekly periods of observation of class work in the Elizabeth Street School (see page 25) and thus prepares the students directly for the later apprenticeship in the public schools of the city.

31-2. Introduction to Education. Miss Bishop. First year. Eighteen weeks: two periods weekly. (Two semester-hours.) Emphasis in this course will be placed upon the function and aims of education, educational values, development of proper study habits in children and the measurement of the results of teaching. Special practice in giving and scoring standard tests will be afforded. Class discussions, assigned readings and reports.

31-3. Introductory Psychology. Mr. Echterbecker. First year. Eighteen weeks: three periods weekly. (Three semester-hours.) Introductory course dealing with the child's native capacity and tendencies, with the development of habits, the utilization of these native trends in the early learning processes, and the establishment of sympathetic bonds between the teacher and pupil. Motivation of school work, and the development of skills and good habits will be emphasized.

31-4. Health Education and Methods of Teaching Health. Miss Scribner. First year. Thirty-six weeks: one period weekly. (Two semester-hours.) A brief study of personal hygiene and child health based upon elementary lessons in human anatomy and physiology. The course aims to develop an intelligent attitude toward matters of hygiene. It includes some work in methods of teaching health to children.

32-1. Educational Psychology in Elementary Subjects. Mr. Echterbecker. Second year. Eighteen weeks: two periods weekly. (Two semester-hours.) A course in the psychology of elementary school subjects based on the teaching experience furnished in the first year. The conduct of the class in the various types and methods of teaching in the grades will be stressed, and special emphasis will be laid on the conditions necessary to learning, and other factors of child experience.

32-2. Class Management and Professional Ethics. Dr. Averill. Second year. Nine weeks: one period weekly. (One-half semester-hour.) A study of the nature and aim of the school, the problems of student conduct, the meaning and problems of control and discipline, the personal qualifications of teachers for the training of children toward right living, and the problems of the teacher's conduct as a member of the teaching profession. Assigned readings and discussions.

32-3. School Law. Miss Pratt. Second year. Nine weeks: one period weekly. (One-half semester-hour.) A brief survey of the law of Massachusetts relating to public instruction, with the aim to give an intelligent idea of such legislation as it applies to the teacher's work, and acquaintance with the privileges and duties of a public school teacher.

33-1. Educational Sociology. Mr. Echterbecker. Third year. Eighteen weeks: two periods weekly. (Two semester-hours.) A course designed to give the student an introduction to educational aims in relationship to prevailing social, economic, and political ideals. An attempt is made to interpret the present procedures in education in the light of the social evolution of the past. Some attention is given to similar developments in the educational systems and aims of other countries. A study of the newer types of schools and their curricula will be made, and the newer philosophy of education analyzed, together with the major tendencies in educational development.

33-2. Standardized Measurements in the Grades. Mr. Echterbecker. Third year. Nine weeks: four periods weekly. (Two semester-hours.) An intensive course in sectioning pupils, in measuring the products of teaching, in diagnosing unsatisfactory results, in correcting instructional procedure and in evaluating the relative merits of the various teaching methods in classroom subjects. Practice in testing will be afforded and the interpretation of the data will be stressed.

Four-Year Course

Prescribed

41-1. Observation and Methods of Teaching. Miss Wheeler and Dr. Averill. First year. Eighteen weeks: two periods weekly; and eighteen weeks: four periods weekly. (Three semester-hours.) A course similar to Education 31-1, but designed for students in the four-year department.

41-2. Secondary Education (Introductory Course). Miss Bishop. First year. Eighteen weeks: two periods weekly. (Two semester-hours.) The aim of this course is to help the student become acquainted with the principles of secondary education. The place of the junior and senior high schools in the secondary education scheme. Pupil accounting. The place and function of the various high school subjects. Extra-curricular activities. Promotion schemes and speed groupings. Educational and vocational guidance. Newer methods of testing results. Marking systems. Individualized instruction. Lectures. Class discussion. Reports. Survey of educational literature.

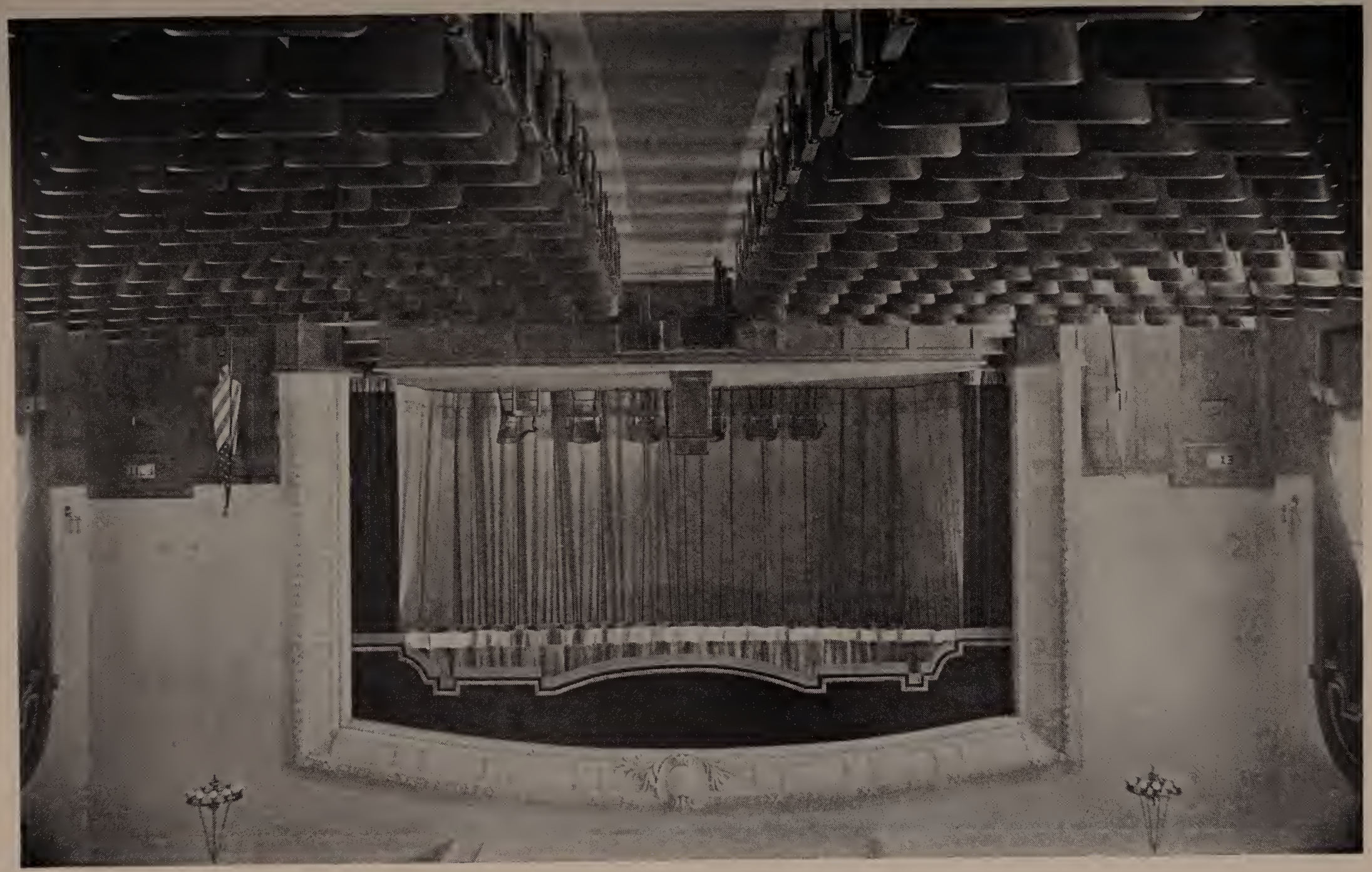
41-3. Introductory Psychology. Dr. Averill. First year. Eighteen weeks: three periods weekly. (Three semester-hours.) This course is designed as an introduction to general and educational psychology for students in the four-year department. Opportunity is given for extensive observation and for simple experimentation. Group projects; individual investigations; assigned readings and reports; lectures, demonstrations and discussions.

42-1. The Adolescent Age. (a) The Psychology of Adolescence; (b) Educational Psychology. Dr. Averill. Second year. Eighteen weeks: three periods weekly. (Three semester-hours.) (a) A general survey of the physical, mental, social, and moral aspects of pubescence and adolescence. The nature of growth and the factors which condition growth. Development of motor powers and functions. Adolescent diseases and defects. Important instincts of the period. Growth of the social self. Unfolding of the emotional life. Psychic changes. Will and the moral self. The rising generation in its relation to the race, to the older generation, and to the future. Youth and amusements. Vocational guidance and counsel. Juvenile delinquency and crime. Religious and moral evolution. Review of adolescent literature and biography. Book reports and seminars. Wide collateral reading. Lectures. Independent individual investigation. (b) Educational content and aim in the light of adolescent psychology. Application of the principles of adolescent psychology to the teaching and training of youth in the schools.

42-2. Educational Methods in the Secondary School. Mr. Echterbecker. Second year. Eighteen weeks: three periods weekly. (Three semester-hours.) A course in classroom procedure giving practice in motivation, discipline, the use of problem, project and socialized discussion methods. Also in the development of plans for special attention to individual needs, and in the application of the Dalton, Winnetka and similar plans to classroom instruction. Lectures. Class discussions. Individual reports.

43-1. Educational Tests and Measurements. Mr. Echterbecker. Third year. Nine weeks: four periods weekly. (Two semester-hours.) A course designed to give teachers a first-hand knowledge of the development of tests, their purpose, operation, technique and evaluation. Practice will be given in testing products obtained in the various types of subject matter, and in the statistical treatment of the results of the tests. Wide collateral reading. Much discussion. Individual investigation.

43-2. History of Education. Mr. Echterbecker. Third year. Nine weeks: four periods weekly. (Two semester-hours.) It is aimed in this course to study briefly the steps in the progress of education from earliest to present times as a background



for the appreciation of the modern educational movements. The ideals and philosophy of the leaders of the various periods will be studied and their bearing on modern free education will be pointed out.

44-1. Practical Experimentation in Education. Dr. Averill and Mr. Echterbecker. Fourth year. Eighteen weeks: four periods weekly. (Two semester-hours.) The aim of this course is to familiarize students with the technique and methodology of scientific experimentation in educational and general psychology, and in the psychology of testing. The experimental work done in the field of educational measurements involves the carrying out of testing programs in such accessible schools as invite the cöoperation of the department.

44-2. Hygiene of Adolescence. Dr. Averill. Fourth year. Nine weeks: four periods weekly. (Two semester-hours.) A course designed for students preparing to teach in junior and senior high schools. The fundamental phases of child health and physical development will be considered, as also methods of teaching health to the adolescent pupil.

44-3. Mental Hygiene. Dr. Averill. Fourth year. Nine weeks: four periods weekly. (Two semester-hours.) A course designed to introduce the student to the general subject of mental health. The hygiene of performance; the hygiene of attitude; the hygiene of the school day; the physical basis of mental health; habit and the conditioned reflex; the mental health of the subnormal and the accelerated pupil; the normal child; overpressure and overstimulation; the problem child; adjustment and maladjustment; the mental hygiene of the school subjects; the mental health of the pre-school child; the hygiene of instruction; mental hygiene and the home; mental mechanisms; abnormalities and psychoses; neuroses. Considerable time will be given to a consideration and discussion of type cases of maladjustment of an emotional, social, or moral significance in childhood. Assigned readings and reports from the sources; case conference, clinical visitation; lectures, class discussions.

Elective

401. Supervision and Administration. Dr. Aspinwall and Mr. Echterbecker. Third year. Eighteen weeks: two periods weekly. (Two semester-hours.) A survey of the practice of school organization and administration, with an investigation of the principles underlying them; a study of the aims, methods and principles of supervision. Individual investigation, special reports, assigned reading.

403. Ethics. Dr. Aspinwall. Thirty-six weeks: two periods weekly. (Four semester-hours.) A study of the fundamental principles of morality, with a view to determining their content and to understanding their implications; also a discussion of the application of the principles to the problems of our social life. Lectures and assigned reading.

404. Psychology of Exceptional Children. Mr. Echterbecker. Fourth year. Eighteen weeks: two periods weekly. (Two semester-hours.) A study of individual differences with particular attention to the retarded and the precocious child in the classroom. The method will be largely clinical case study, including the gathering of data, social and hygienic investigation, diagnosis and prognosis, as well as experiment in corrective measures. Visits will be made to the clinics, Juvenile Court, and special classes in the schools.

405. Character Education through Creative Activity. Mr. Echterbecker. Fourth year. Eighteen weeks: two periods weekly. (Two semester-hours.) This course is a study of personal and character values; close kinship with the scientific movement in education; the development of experimentation and techniques; re-examination of the objectives of education and of the ultimate values to be sought; the necessity of the all-round development of the pupil or student. Socialized discussions. Individual investigations. Student reports.

ENGLISH LANGUAGE

Three-Year Course

31-1. English Essentials. Miss Holden and Miss West. First year. Thirty-six weeks: three periods weekly. (Five semester-hours.) A course designed to give

much practice in applying principles of grammar, syntax and expression in order to increase the pupils' knowledge of and facility in oral and written expression. It is intended to establish the standards of expression essential for the teacher's use with elementary school children and is in part a preparation for Courses 32-1 and 32-2. Assigned reading, special reports, class discussion.

31-2. Practice Course and Methods of Teaching Penmanship in the Elementary Grades. Miss Toole. First year. Eighteen weeks: one period weekly. (One-half semester-hour.) A course designed to train students to write well both on paper and on the blackboard, and to give them the skill required to teach penmanship to pupils in the elementary school. Practice is also provided in conducting class exercises in order to give students acquaintance with the methods of teaching the subject and an opportunity to develop the ability to teach it.

31-3. Library Instruction. Miss Fitch. First year. Nine weeks: one period weekly. (One-half semester-hour.) A course given to all first-year students, to acquaint them with the library, its arrangement, and resources, in order that they may use it to best advantage and become more independent in locating material needed in their various courses. Methods are also given for teaching the use of books and libraries to elementary and junior high school children. Subjects covered: physical makeup and care of books; book index and table of contents; use of dictionaries and encyclopedias; the most common reference books; magazines and magazine indexes; the card catalog; decimal classification; arrangement of books on the library shelves; buying and owning books; compiling bibliographies; note-taking.

32-1. Methods of Teaching Reading and Language in Elementary Grades. Miss West. Second year. Eighteen weeks: three periods weekly. (Three semester-hours.) A study of methods of teaching reading and oral and written expression in the first six grades of the elementary school, including the making and discussion of typical plans of presenting lessons. Consideration is also given to methods of teaching spelling and penmanship, especially in their relation to reading, and means are employed to secure original composition by using observation in school as a basis for such work. Assigned reading, observation, special reports, class discussion.

32-2. Written Expression. Miss West. Second year. Nine weeks: three periods weekly. (One and one-half semester-hours.) This course is a continuation of the written work of Course 31-1 and emphasizes the study of models of composition with much practice in using a variety of forms of expression.

33. Oral Expression. Miss Holden. Third year. Eighteen weeks: three periods weekly. (Three semester-hours.) A course designed to give opportunity for much oral expression in a variety of life situations: reading, reports, dramatics, debates, conferences, conversation, parliamentary procedure, etc. To a considerable degree the subject matter will be such as will help furnish a background for the teaching of reading, particularly poetry and of story-telling.

Four-Year Course

Major Requirements: Courses 41, 42, 43, and either 401 or 402

Prescribed

41. Rhetoric and Composition. Miss Holden. First year. Thirty-six weeks: three periods weekly. (Six semester-hours.) A course designed to give much practice in applying principles in order to increase the student's facility in oral and written expression.

42. English Expression. Miss Larm. Second year. Eighteen weeks: two periods weekly. (Two semester-hours.) A course in oral and written expression which, through recitation of verse and prose, the presentation of original compositions of various types, group projects, the study of the dictionary, aims to develop correctness and ease in writing and speaking.

43. Advanced English Expression. Miss Roe. Third year. Thirteen and one-half weeks: four periods weekly. (Three semester-hours.) A continuation of English 42 with practice in a variety of forms of writing.

Elective

401. Junior and Senior High School English. Miss Larm. Second year. Eighteen weeks: three periods weekly. (Three semester-hours.) A course dealing with subject matter suitable for the junior and senior high school. Special reports and assigned readings.

402. Methods of Teaching English in the Junior and Senior High Schools. Miss Larm. Third or fourth year. Eighteen weeks: three periods weekly. (Three semester-hours.) A study of the principles and methods of teaching oral and written expression in junior and senior high schools. Examination of textbooks. Assigned readings.

FRENCH

Four-Year Course

Major Requirements: Courses 401, 402, 403, 404

Elective

401. Critical Study of the French Language. Miss McKelligett. First year. Thirty-six weeks: three periods weekly. (Six semester-hours.) Open to students who have studied French for three years, or who satisfy the instructor of their fitness to profit by it. It is an analytical and synthetic study of the French language, with emphasis upon forms, development of the language, the fundamental principles of grammatical construction and phonetics. The course calls for much discussion in French, and aims to develop a fluency in oral expression in the foreign language.

In this and the following courses, attention will be given to methods of teaching French. Simple oral and written conversation and composition dealing with phases of everyday life and manners in French will be included.

402. History of French Literature. Miss McKelligett. Second year. Thirty-six weeks: three periods weekly. (Six semester-hours.) Open to students who have passed in French 401. This course will consist of a study of French literature, with the historical and social background from the old French epic poems to modern prose and poetry, stressing the development of the French language; growth of the theater, etc. The course will be conducted in French, much reading and written reports in French will be required. During the last quarter of the year, the aims and methods of teaching French are stressed. The Cleveland plan and other methods are considered from both theoretical and practical standpoints.

403. (a) The Classical Period in French Literature. (b) Advanced French Conversation and Composition. Miss McKelligett. Third year. Twenty-seven weeks: four period weekly. (Six semester-hours.) Open to students who have passed in French 402 or who have satisfied the instructor of their fitness to take it. (a) A study of the place of classicism in the development of the French language and literature, with special attention to selected works of the leading writers of the period. Lectures, discussion, much reading, and special reports, with the aim of cultivating an appreciation of the literary values of this school of French writers. (b) A course designed to increase ability to speak and to understand French, to strengthen the use of grammatical forms and common idiomatic expressions, and to proceed to more advanced work, enlarging the vocabulary by the grouping of words and idioms around various topics. Books, book reports, diversions, sports, and other topics of common interest form the basis of these discussions. The entire course will be conducted in French.

404. Selected French Prose and Poetry. Miss McKelligett. Fourth year. Thirty-six weeks: three periods weekly. (Six semester-hours.) Open to students who have passed in French 403. The course will consist of the study of the life and works of representative French poets and prose writers, emphasizing work of a certain century or great movement in the literature, as the nineteenth century, century of Louis XIV, the Romantic movement, etc. The course may, therefore, be taken in two succeeding years. It will be conducted wholly in French.

GEOGRAPHY

Three-Year Course

31. Regional Geography. Mr. Hubbard. First year. Eighteen weeks: three periods weekly. (Three semester-hours.) An investigation of the bases upon which

the continents may be divided into natural regions; selection and interpretation of the problems that are of the greatest interest and importance in typical regions. Class discussion, map work, and assigned readings.

32. Methods of Teaching Geography in Elementary Grades. Miss Pratt. Second year. Eighteen weeks: three periods weekly. (Three semester-hours.) A study of the point of view and methods of teaching geography in the first six grades of the elementary school, with special attention to the subject matter involved. Emphasis is placed upon the selection and organization of subject matter; practice in obtaining geographic information; sources and uses of objective materials; representation in sand and with crayon. Assigned reading, special reports, class discussion.

33. Advanced Regional Geography for Teachers in the Elementary Grades. Mr. Hubbard. Third year. Eighteen weeks: three periods weekly; nine weeks: two periods weekly. (Four semester-hours.) A general view of the natural regions of the world showing the distribution of the various types, how their industries are related, what products each contributes to the world's needs and the chief trade routes of distribution.

Four-Year Course

Major Requirements: Courses 401, 402, 403, 404

Elective

401. Advanced Regional Geography. Mr. Hubbard. First year. Thirty-six weeks: three periods weekly. (Six semester-hours.) An introductory course for students, in the four-year department, who intend to major in geography. Selected regions are studied in detail to show (1) the bases upon which the continents may be divided into natural regions, (2) the causal factors which have operated in producing geographic results, (3) the relation of their development to other regions of the world. The continents of North America and South America are used as a basis of the work.

402. (a) Mathematical Geography. (b) Geography in the Secondary School. Mr. Hubbard. Second year. Thirty-six weeks: three periods weekly. (Six semester-hours.) (a) A course dealing with the mathematical phases of geography that are of most practical importance to teachers. Map projection; determination of latitude and longitude; time relations; movements of the earth. (b) A study of the place of geography in the curriculum; types of work suitable for the junior high school and the senior high school. A part of the work in this course includes a study of the regional geography of Europe and Asia.

403. (a) Advanced Physical Geography. (b) Correlation of Geography and History. Mr. Hubbard. Third year. Twenty-seven weeks: two recitation periods weekly, two laboratory periods weekly. (Six semester-hours.) (a) A study of (1) the elements of environment, such as topography, soils, waters, mineral resources, climate and vegetation; (2) ways in which each of these factors have influenced human affairs. (b) A course designed to show through a study of specific examples how the history of a region can be used to interpret its geographic conditions and what influence geography has had upon the great movements of history.

404. (a) Economic Geography. (b) World Relations. Mr. Hubbard. Fourth year. Thirty-six weeks: two recitation periods weekly, one laboratory period weekly. (Six semester-hours.) (a) A survey of the geographic factors involved in the production and distribution of raw materials, finished products and foods; the location of land and water routes of commerce. Special attention is given to the study of influences of physical environment in determining economic results. (b) The purpose of this course is to bring together and organize the geographic knowledge acquired in previous courses in order to form a general concept of the interdependence and relation of different parts of the world; to show the geographic basis of world problems; to understand how our own country is related to world affairs.

HISTORY AND SOCIAL SCIENCE

Three-Year Course

31. European Backgrounds of American History. Miss Pratt. First year. Eighteen weeks: three periods weekly. (Three semester-hours.) This course is intended

to demonstrate to the student both the direct and indirect dependence of much of the early American development upon European factors and to show the necessity for a knowledge of European backgrounds in the proper appreciation of American history. Attention will also be given to American diplomacy and the present relationships of the United States to Europe. Lectures, assigned readings and reports.

32-1. Methods of Teaching History in Elementary Grades. Miss Pratt. Second year. Twenty-seven weeks: three periods weekly. (Four semester-hours.) A study of the aims, principles and methods of teaching history in the first six grades of the elementary schools. It includes a consideration of the needs of the child and of his point of view as they are related to historical facts and material; a study of the social duties and opportunities of citizens both young and old; the collecting and examination of textbooks and illustrative material; and the selection and grading of this material in the course of study with a view to building up in the children's minds correct ideas of intelligent, useful and patriotic citizenship. In this work emphasis is placed upon lesson planning and the various types of teaching such as story-telling, picture study, constructive work, project teaching, the use of the sand table and other dramatization.

32-2. Citizenship Instruction in Elementary Grades. Miss Smith. Second year. Nine weeks: four periods weekly. (Two semester-hours.) A course designed to acquaint the student with the purpose of teaching citizenship in the elementary grades, to lead her to cultivate good citizenship attitudes and habits, and to give her a working knowledge of psychological methods effective in the teaching of the subject.

33. History of Social and Political Institutions. Mr. Winslow. Third year. Twenty-seven weeks: three periods weekly. (Four semester-hours.) This course is designed to afford the student an historical survey of the more important social, economic, and political institutions of our day with a view toward determining the manner in which they evolved and their present function in society. The last quarter is given to a critical study of American institutions, with special emphasis on the constitution of the United States. Lectures, assigned readings and reports.

Four-Year Course

Major Requirements: Courses 41, 42, 43, 44, 402, 403

Prescribed

41. European History. (A survey course.) Miss Pratt. First year. Thirty-six weeks: three periods weekly. (Six semester-hours.) The purpose of this course is to familiarize the student with the important developments in the history of Europe from the fall of Rome to the present day, as a background for further, more specialized courses in history. During the first semester the following subjects will be studied: The Barbarian invasion; Rise of Christianity; the revival of learning; Feudalism; Scholasticism; the Crusaders; the Renaissance. During the second semester attention will be given to the commercial revolution; the expansion of Europe; the rise of National states; the chartered companies; benevolent despots; the industrial revolution; growth of democracy; imperialism; the World War; and the world today.

42. American History. Mr. Winslow. Second year. Thirty-six weeks: three periods weekly. (Six semester-hours.) The study of the significant movements in American History, such as the development of democratic institutions and the emergence of the present system of government. Attention will be given to the influences exerted by Europe and to the relations of the United States to the rest of the world today. The emphasis will be upon social, intellectual, and industrial progress. Considerable training in the use of reference material and the preparing of papers.

43. Principles of Sociology. Mr. Osborne. Third year. Twenty-seven weeks: four periods weekly. (Six semester-hours.) An introduction to the social point of view, with special attention to the investigation of the scope, method and materials of the study of society.

44. Principles of Economics. Mr. Osborne. Fourth year. Thirty-six weeks: Two periods weekly. (Four semester-hours.) A study of the basic principles of economics and of the nature of economic reasoning.

Elective

401. Ancient and Medieval History. Mr. Jones. Third year. Twenty-seven weeks: four periods weekly. (Six semester-hours.) A study of the civilizations of ancient and medieval times: their institutions, industry, religion, art, etc. Objectives: for Ancient History: an understanding of the contributions to modern civilization made by ancient peoples; for Medieval History: an understanding of the influence on modern Europe exerted by the growth of the Papacy, the spread of Mohammedanism, the rise of the middle class, the Renaissance, etc.

402. English History. Mr. Winslow. Second year. Thirty-six weeks: three periods weekly. (Six semester-hours.) This is a survey course. After a brief consideration of early England, the following subjects will be considered: Saxon and Norman England; development of national unity; the Hundred Years' War; Elizabethan England; the Stuarts and the Commonwealth; the Revolution of 1688; the Revolutionary period 1763–1815; reform and democracy; England in the twentieth century. Special attention will be given to social and economic conditions.

403. Seminar in History. Mr. Winslow. Fourth year. Thirty-six weeks: three periods weekly. (Six semester-hours.) A course providing for an intensive study of a selected period of American and European history. Emphasis will also be given to an evaluation of the sources and materials upon which historical works are based and a consideration of the interpretation of history texts. The course is designed for those preparing to teach history in the secondary schools. Lectures, assigned readings, special reports.

404. World History since 1815. Mr. Winslow. Fourth year. Thirty-six weeks: three periods weekly. (Six semester-hours.) The purpose of this course is to acquaint the student with international relations during the nineteenth century, giving particular emphasis to the diplomatic conditions and developments which culminated in the World War, and to the attempts now being made to prevent a repetition of that catastrophe. The special subjects studied are: the Congress of Vienna; the Unification of Central Europe; Imperialism; the Far East; Military Alliances; Economic rivalry; the World War; the Peace Conference and peace treaties; Reparations; War Debts; the League of Nations; the World Court. Informal lectures, readings, and reports of special topics.

LATIN

Four-Year Course

Major Requirements: Courses 401, 402, 403, 404

Elective

401. Selected Latin Prose: Livy and Cicero. Mr. Jones. First year. Thirty-six weeks: three periods weekly. (Six semester-hours.) Selections from Livy and Cicero's Essays and Letters. A course designed to develop ability in rapid reading. Includes a review of inflections and syntax.

402. Poetry of Horace, Catullus, and Elegiac Poets. Mr. Jones. Second year. Thirty-six weeks: three periods weekly. (Six semester-hours.) Selections from the Odes and Epodes of Horace, the Lyrics of Catullus, and the Elegiacs of Tibullus, Propertius and Ovid. Designed to develop appreciation of lyric and elegiac poetry. Some time will also be devoted to instruction in the methods of teaching first year Latin as a preparation for apprenticeship teaching.

403. Satires of Horace, Juvenal and Martial. Mr. Jones. Third year. Twenty-seven weeks: four periods weekly. (Six semester-hours.) Selections from the Satires and Epistles of Horace, the Satires of Juvenal, and the Epigrams of Martial. Also a study of Roman society in the early days of the Empire.

404. Comedies of Plautus and Terence. (First semester.) **Methods of Teaching Secondary School Latin.** (Second semester.) Mr. Jones. Fourth year. Thirty-six weeks: three periods weekly. (Six semester-hours.) Rapid reading of selected comedies of Plautus and Terence. A study of the development of Roman comedy and the Roman theater. Second Semester: Study, demonstration, and evaluation of the methods of teaching high school Latin, designed to acquaint the student with some of the problems of the beginning Latin teacher. Rapid reading of authors read in high school.

LITERATURE

Three-Year Course

31. Children's Literature—Story-telling. Miss Kendrick. First year Eighteen weeks: three periods weekly. (Two and one-half semester-hours.) A survey of literary material suitable for the elementary school, with reference to its adaptation to the psychological ages, to the principles of selection and to the educative values of children's literature. It includes a comprehensive study and application of the literary needs of children, aims and methods of presentation. Development of appreciation for literature. Training of students in the ability to read, and to tell stories simply, naturally and effectively. Personal repertories of stories. Basis of selection for story-telling or reading as well as for dramatization. Sources of material and bibliographies.

32. Selected Literature. Miss Kendrick. Second year. Eighteen weeks: three periods weekly. (Three semester-hours.) A survey of representative literature of English and American authors as well as selected readings, representative types of poetry and prose, sources of interest in literature, basis of appreciation, valid criteria of excellence. A study of selected authors, such as Irving, Poe, Emerson, Hawthorne, the Cambridge Group, with special attention to Lowell. Romantic tendencies in literature and reading of the chief poems of Wordsworth, Shelley, Keats. Representative poets of the Victorian Era, with particular emphasis on Tennyson, Browning. Lectures and occasional special reports.

33. Modern Literature for Teachers in Elementary Schools. Miss Roe. Third year. Nine weeks: six periods weekly. (Three semester-hours.) A reading course that includes the study of the leading modern short stories, novels, dramas, essays, and poetry. Its aim is to create an interest in the various types of writing by our best modern authors, and also to note the tendencies in the literary world since the Victorian era.

Four-Year Course

Major Requirements: Courses 42, 43, and either 401 or 402

Prescribed

42. Introduction to Literature. Miss Roe. Second year. Eighteen weeks: three periods weekly. (Three semester-hours.) A more intensive study along the lines of Literature 32.

43. Advanced English Literature. Miss Roe. Third year. Thirteen and one-half weeks: four periods weekly. (Three semester-hours.) Rapid survey of the development of English literature from Beowulf through the Victorian Era. Brief textbook study is supplemented by detailed study of selection and extensive reading of representative works.

Elective

401. Modern Literature. Miss Larm. Second year. Eighteen weeks: three periods weekly. (Three semester-hours.) A reading course that includes the study, and reading of the various types of the modern novel, short story, drama, poetry and biography. Its aim is to cultivate good taste in reading, to create an active interest in good literature, and to enable students to know who are the writers of the modern literary world, as well as the character of good writing. Much outside reading is required.

402. Literature for the Secondary School. Miss Larm. Third or fourth year. Eighteen weeks: three periods weekly. (Three semester-hours.) (a) A review of the literary material used in secondary schools with the purpose of gaining an understanding of its scope and meaning, an appreciation of its value and beauty, and some comprehension of its appeal to pupils of these ages. (b) A study of methods of teaching literature in the secondary schools. Assigned reading, special reports, lesson planning, discussion and criticism.

403. World Literature. Miss Roe. Fourth year. Thirty-six weeks: three periods weekly. (Six semester-hours.) A course designed to acquaint the student with different types of prose and the forms of verse through study of selections from various literatures. Lectures, critical study and much reading.

MATHEMATICS

Three-Year Course

31. Practical Arithmetic for the Elementary School. Miss West. First year. Eighteen weeks: three periods weekly. (Three semester-hours.) In this course much practice in the fundamental processes, involving fractions and decimals as well as whole numbers, will be required. Many practical problems will be made and solved. An investigation of number materials, of the many correlations of arithmetic with other subjects, and of number games and devices will be carried on.

32. Methods of Teaching Arithmetic in Elementary Grades. Miss West. Second year. Eighteen weeks: three periods weekly. (Three semester-hours.) A study of efficient and economical methods of teaching arithmetic in the elementary school will be undertaken. The course will include a study of the development of the number concept in the race and in child experience and an examination of materials and devices applicable to teaching arithmetic in the different grades. Much attention will be given to lesson planning.

33. Applied Arithmetic. Miss West. Third year. Twenty-seven weeks: two periods weekly. (Three semester-hours.) A course which continues the study of methods of teaching begun in the second year. It is designed also to give training in the applications of arithmetical processes to the ordinary experiences of life. An investigation of courses of study and examination of textbooks will be undertaken, and the use of standard tests, with interpretation of the results, carefully considered.

Four-Year Course

Major Requirements: Courses 42, 401, 402, 403, 404

Prescribed

42. Mathematics for Secondary Schools. Miss West. Second year. Eighteen weeks: two periods weekly. (Two semester-hours.) A course designed to prepare for teaching the mathematics required in the secondary school, including arithmetic, elementary algebra and observational geometry, with a study of the methods of presenting them. Considerable emphasis is placed upon the commercial and industrial applications of mathematics and much practical work is required. The aim is to give understanding of subject matter and facility in applying it.

43. Mathematics for Elementary Schools. Miss West. Fourth year. Eighteen weeks: two periods weekly. (Two semester-hours.) A course similar to Course 42 but designed for graduates of the Three-Year Elementary Teachers' Curriculum who return for the fourth year. Much practical work is required with the aim to give understanding of the mathematics for the elementary grades and to develop facility in applying it.

Elective

401. (a) College Algebra; (b) Solid Geometry. Mr. Osborne. First year. Thirty-six weeks: three periods weekly. (Six semester-hours.) A course open only to students who have had Elementary Algebra and Plane Geometry in the high school. (a) Quadratic equations; progressions; permutations and combinations, mathematical induction; binomial theorem; complex numbers; theory of equations. (b) Lines and planes in space; prisms; pyramids; cylinders; cones; the sphere.

402. (a) Plane Trigonometry; (b) Analytical Geometry. Mr. Osborne. Second year. Thirty-six weeks: three periods weekly. (Six semester-hours.) Prerequisite, Course 401. (a) Trigonometric functions of an angle; relations between trigonometric functions; right triangles; functions of large angles; graphical representation of trigonometric functions; functions involving more than one angle; oblique triangles. (b) Cartesian coördinates; curves; loci; the straight line; the circle; polar coördinates; the conic sections.

403. Calculus. Mr. Osborne. Third year. Twenty-seven weeks: four periods weekly. (Six semester-hours.) Prerequisites, Courses 401, 402. Functions; limits;

continuity; the derivative; differentiation of algebraic functions; maxima and minima; differentiation of transcendental functions; the differential; curvature; rates; curve tracing; standard formulas of integration; integration of rational fractions; integration as a summation.

404. Mathematical Theories and Methods of Teaching. Mr. Osborne. Fourth year. Thirty-six weeks: two periods weekly. (Four semester-hours.) Prerequisites, Courses 401, 402, 403. This course is intended for those students majoring in Mathematics. It is designed to be a survey of the historical development of mathematics, of the principles of mathematical philosophy, and of the newer movements in methods of teaching mathematics in secondary schools.

MUSIC

Three-Year Course

30. Chorus Singing. Miss Kendrick. First and second years. Thirty-six weeks: one period weekly. This is a school exercise for all students in all courses in the first two years, and consists of the singing of part songs for women's voices, the study of part-song literature for choral singing, and the aims and educational values of choral singing.

31. Music Fundamentals. Miss Kendrick. First year. Eighteen weeks: two periods weekly. (One and one-half semester-hours.) A study of the elements of theory and notation, correct singing tone, scale intervals, ear training, rhythmic principles and responses, terms of expression and tempo—definition, pronunciation, spelling. Development of correct habits and skills in music reading.

32. Methods of Teaching Music in Elementary Grades. Miss Kendrick. Second year. Twenty-seven weeks: two periods weekly. (Two semester-hours.) A study of the aims and methods in teaching music in the elementary schools, study of the child voice, correct tone production, methods of correction of tonal faults, basis of selection for songs for the grades and personal lists, course of study.

33. Music Appreciation Methods. Miss Kendrick. Third year. Eighteen weeks: three periods weekly. (Two semester-hours.) Texts and material, periods, mood, rhythm, theme and form, recognition of vocal and instrumental effects. Styles and achievements of the master composers, primarily from their influence on music. Chorus conducting.

Four-Year Course

Prescribed

40. Chorus Singing. Miss Kendrick. First and second years. Thirty-six weeks: one period weekly. This is the same exercise as Course 30 which is described above.

Elective

401. Music Fundamentals. Miss Kendrick. First year. Thirty-six weeks: four periods weekly. (Six semester-hours.) A course similar to Music 31, and designed to give a background content of music covering general musical intelligence and specific work for advanced students. Practical music based upon theory. Development of habits and skills in music reading.

402. Music Appreciation. Miss Kendrick. Third year. Twenty-seven weeks: four periods weekly. (Four and one-half semester-hours.) Analytical study of masterpieces of various periods to enlarge their critical appreciation of music. Methods of teaching form. Comparative survey of compositions of great masters. Chorus conducting.

403. Music as a Cultural Art. Miss Kendrick. Fourth year. Thirty-six weeks: four periods weekly. (Six semester-hours.) It is comprehensive study of music for enjoyment and discrimination: e.g. symphony, opera. This course is open only to students properly qualified in music.

PHYSICAL EDUCATION

Three-Year Course

31. Physical Education for the Elementary Grades. Miss Atkinson. First year. Thirty-six weeks: two demonstration periods weekly. A course designed to aid students in improving their physical condition by "follow-up" work after the entrance examination given by the college physician, and to form good habits to promote their physical efficiency by intelligent attention to the laws of health and hygiene. A study of suitable material for schoolroom and playground activities, with demonstrations by fellow students.

32. Physical Education for the Elementary Grades (Continued). Miss Atkinson. Second year. Twenty-seven weeks: two demonstration periods weekly. The work of the first year is continued. Practice teaching in the training school is provided. During the apprenticeship, weekly conferences for the discussion of methods are held.

33. Physical Education for the Elementary Grades (Continued). Miss Atkinson. Third year. Twenty-seven weeks: two demonstration and activity periods weekly. The work of the second year is continued, with opportunity afforded for practice teaching under supervision.

Four-Year Course

Prescribed

41. Physical Education for the Junior and Senior High Schools. Miss Atkinson. First year. Thirty-six weeks: two demonstration periods weekly. A course similar to Physical Education 31, but with the emphasis on methods of dealing with older boys and girls.

42. Physical Education for the Junior and Senior High Schools. Miss Atkinson. Second year. Thirty-six weeks: two demonstration periods weekly. The work of the first year continued, with methods for schoolroom and playground activities and class demonstrations by fellow students added.

43. Physical Education for the Junior and Senior High Schools. Miss Atkinson. Third year. Twenty-seven weeks: two demonstration periods weekly. A continuation of the work of the second year, with emphasis on subject matter, methods and supervision in the junior and senior high schools.

44. Physical Education for the Junior and Senior High Schools. Miss Atkinson. Fourth year. Thirty-six weeks: two demonstration periods weekly. The work of the previous years is continued. Opportunity is given for practice teaching in classes of the first-year students in the Elementary School Teachers' Course.

SCIENCE

Three-Year Course

31. Nature Study for the Elementary Grades. Miss Scribner. First year. Thirty-six weeks: three periods weekly. (Three semester-hours.) Observation and study of some of the most familiar plant and animal forms and discussions of methods of teaching nature in the first six grades of the elementary school. The course aims to stimulate interest in out-of-door life and to show the humanizing influence of a love of living things. Reports, field excursions and informal discussions.

32. Methods of Teaching Elementary Science in Elementary Grades. Mr. Russell. Second year. Twenty-seven weeks: two recitation periods weekly, one demonstration period weekly. (Two and one-half semester-hours.) A study of subject matter and methods of teaching practical science in the first six grades of the elementary school. It deals with those scientific phenomena of the environment which are suitable for and interesting to pupils of these grades, with a view to learning how to present them so that those pupils may gain a sympathetic appreciation as well as a clear understanding of them. Rock formations and minerals found in this vicinity, weather phenomena and elementary facts and relationships of physical science are included. Collecting, individual observation, experimentation, special reports and class discussion are required.

THE GYMNASIUM

33-1. Applied Elementary Science for Elementary Grades. Mr. Russell. Third year. Eighteen weeks: two recitation periods weekly, one demonstration period weekly. (Two and one-half semester-hours.) A course supplementary to Science 32, continuing the study of the scientific knowledge adapted to the first six grades of the elementary school. It deals with project work, training in the use of apparatus and in experimentation, and covers that portion of elementary chemistry and elementary physics upon which an understanding of the materials and phenomena of the physical and industrial environment is dependent. It includes such subjects as the atmosphere, heating, lighting, ventilation, fuels, water, ordinary mechanical devices and industrial apparatus.

33-2. Nature Study for the Elementary Grades (Continued). Miss Scribner. Third year. Nine weeks: two periods weekly. (One-half semester-hour.) An extension of some special phase of the work of the first year, studied from a more scientific viewpoint. Emphasis is placed upon the economic importance of the forms studied and its relation to human welfare. Reports, field excursions and informal discussions.

Four-Year Course

Prescribed

41. General Science. Mr. Russell. First year. Eighteen weeks: two recitation periods weekly, two laboratory periods weekly. (Two semester-hours.) A course dealing with the subject matter to be taught in secondary schools together with methods of teaching it. Emphasis is placed upon the different points of view of pupils found in these grades, and upon the work and methods that are adapted to their ages and development. The facts and principles of physics and chemistry, especially in their relation to the industrial and household arts and to hygiene, constitute the scope of this course.

42. General Biology. Miss Scribner. Second year. Thirty-six weeks: two lecture periods weekly, two laboratory periods weekly. (Four semester-hours.) A general course dealing with the fundamental facts and principles of Biology, and the relationships of plants and animals to each other. The course aims to inculcate a better understanding of biological phenomena which influence human health and civic welfare.

EXTENSION COURSES

Since 1927 the State Teachers College, in affiliation with the State Department of University Extension, has offered credit courses of collegiate grade in order to provide for graduates of the two- and three-year courses the opportunity of qualifying for the degree of Bachelor of Science in Education. Graduates of the two-year courses are required to pass satisfactorily courses aggregating thirty semester-hours and to take an additional year of work in residence. Graduates of the three-year courses are required to pass satisfactorily courses aggregating thirty semester-hours. Graduates of the four-year courses (without degree) are required to pass satisfactorily courses aggregating fifteen semester-hours. These requirements are divided among prescribed and elective courses, and are given in detail as follows:

For Graduates of Two-Year Course. (See rules 1 and 2.)
Required: 30 semester-hours and one year of residence.
For Graduates of Three-Year Course. (See rules 1 and 2.)
Required: 30 semester hours.

		Semester-Hours
I.	*Education* (not to exceed 8 semester-hours)	
	Psychology of Adolescence	2
	Junior and Senior High School Education	2
	Measurements	2
	Elective (if desired to make total of 8)	2
II.	*Subject-matter Courses*	
	Advanced English Expression	2
	Advanced English Literature	2

Sociology	2
History (to be selected)	2
Elective (select Option A or Option B)	14

Option A:
10 semester-hours in one of the following: English, French, Geography, Mathematics, and History (including Economics and Government);
6 semester-hours, free electives.
(See rule 2.)

Option B:
6 semester-hours in each of any two of the same fields;
4 semester-hours, free electives.
(See rule 2.)

30

III. *Year of Residence at State Teachers College* is required of two-year graduates in addition to the above 30 semester-hours of work completed in Extension Courses. No residence is required of three-year graduates. (See rule 4, next page.)

For Graduates of Four-Year Course (without degree). (See rules 1 and 2.)
Required: 15 semester-hours.

	Semester-Hours
I. *Education.*	
Psychology of Adolescence	2
Junior and Senior High School Education	2
Measurements	2
II. *Subject-matter Courses.*	
Advanced English Expression	2
Advanced English Literature	2
Sociology	2
Elective	3
	15

Rule 1. The amount of work which has been or may be completed under other auspices than the State Department of Education, that may be accepted for credit toward this degree, shall, in the aggregate, not exceed 12 semester-hours for graduates of the Two-Year Course and the Three-Year Course, or 6 semester-hours for graduates of the Four-Year Course.

Rule 2. Credit toward the degree shall not be granted for any Extension Course under the following conditions:
(a) If it duplicates work included in the Teachers College Course which a candidate offers for credit toward the degree.
(b) If it covers work more elementary than the courses in the same field as given by the Teachers College from which the degree is sought.
(c) If it makes the total credits in education to exceed 8 semester-hours out of the 30 semester-hours required.
(d) If it is not approved by the Teachers College from which the degree is sought.
(e) If it was taken previous to 1920.
(f) If it makes either the number of courses taken during any one semester to exceed a total of two courses, aggregating four semester-hours of credit, or the number of courses taken during any summer session to exceed a total of three courses, aggregating six semester-hours of credit. (This rule is effective September 1, 1929, and thereafter.)

Rule 3. Subject to the approval of the Teachers College from which the degree is sought and also subject to Rule 2, c, an advanced course in Applied Psychology or Educational Psychology may be offered in place of Adolescent Psychology, and

THE LIBRARY

an advanced course in the field of Elementary Education may be offered in place of Junior and Senior High School Education.

Rule 4. Definition of Residence. A minimum of 30 semester-hours of work in approved courses is required to satisfy residence for the degree of Bachelor of Science in Education. This requirement may be met by courses taken at a State Teachers College during the academic year (September to June) or in the summer sessions of a Teachers College, provided these 30 semester-hours of work taken for residence credit at the summer sessions are completed within a period of six years prior to the award of the degree, and provided this minimum residence requirement is satisfied in the same State Teachers College as that from which the candidate is to receive the degree.

OBSERVATION AND PRACTICE TEACHING

Observation.—(*a*) In the training school selected classes are taught by the principal and supervisors of the department for purposes of observation by the students. Preparatory instruction is first given in the points valuable to observe, reports of lessons observed are made, and discussions in class are held for the purpose of criticism, explanation and further instruction.

(*b*) At the Elizabeth Street School, one of the city public schools, opportunity is also given for regular observation of teaching. Here selected teachers from the Worcester schools, who are also in the employ of the Commonwealth, give model lessons for the benefit of the students of the Teachers College, illustrating the work of all grades from the kindergarten to the eighth, including both the problems of general method and those of special methods as applied in the teaching of the particular subjects of the curriculum. This observation, which is under the direction of one of the supervisors, is supplemented by assigned reading, special reports and class discussions. Furthermore, during the first year, the students are assigned, either alone or in groups of two, to the different grades in this school to spend an entire week both in observation of teaching and in participation.

Practice Teaching.—(*a*) Special training is given in the training school where the major portion of the instruction is given by student teachers.

(*b*) Practice is also afforded by apprenticeship in the public schools of Worcester and near-by towns. In both cases the work is carried on under the personal supervision of members of the faculty who observe the teaching, direct the making of lesson plans, examine the written work, and have frequent individual conferences for criticism with the students. A diary of the actual work done in the classroom is kept by each student teacher, and is submitted to the head supervisor each week for examination. Systematic professional reading is also made a part of the requirements during the period of practice work. One day each week is spent at the Teachers College where general meetings are held for class discussions, criticisms and the consideration of the problems of the practice work. This work is conducted by the supervisors.

Platform Exercise for Oral Expression.—During the period of practice teaching an opportunity for training in oral expression is provided by a weekly platform exercise. This exercise consists of speaking for a few minutes, with or without notes, before the assembled students from the platform of the auditorium. The topics for presentation are not prescribed, but are usually chosen with reference to helpful experiences in the practice work. It is an exercise that affords a distinct training in precision, ease and effectiveness of speech.

Materials for Use in Teaching.—A large supply of materials has been provided by the Teachers College for the purpose of aiding the students in their practice teaching. This comprises textbooks, professional books, charts, pictures, maps, models and collections of great variety. By the use of this material the students are led to appreciate the value of illustrative material in teaching. This training is also furthered by the practice of making copies of maps, drawings and notes for class use, for which the facilities are provided by means of duplicating machines.

THE LIBRARY

The Teachers College has an excellent library, where students may be assured of quiet hours for reading, study, and reference work. It is well stocked with books, daily

papers and magazines, its 13,000 volumes of reference books being upon open shelves to which all students have access. Books may be borrowed for outside use for a period of two weeks, except those books which are held in the "Reserve" section. The "Reserve" books and current magazines may be used during study periods or taken out for over night only. The College also has a collection of 7,000 volumes of textbooks which are furnished to students in some of their classes. For other courses it is necessary for them to purchase their own textbooks. The cost of books to the individual student is from $25 to $30 per year.

REGULATIONS GOVERNING BOARDING PLACES

Although the Teachers College has no dormitories, it recommends to students who are to live away from their homes houses in Worcester where board and room may be obtained at reasonable prices. These houses, in addition to being suitable in other respects as homes for students, meet the following conditions which are prescribed by the State Department of Education: They receive no boarders other than students and instructors of the College; the same house does not receive both men and women students; the number of students in each house is limited to a small family group.

All students who board away from their homes during their attendance at the college are required to live in the houses recommended by the College. Exceptions to this rule are made for those whose parents wish them to live with relatives or intimate personal friends, but in such cases the parents must first inform the president of the circumstances, in writing, and receive his approval. No final arrangement for board or room may be made without the previous consent of the president. No change in room or in boarding place may be made by any student without the previous approval of the president.

Students living in groups in approved houses are expected to form habits which are to the advantage of their own work and that of their companions. The hours from seven-thirty to nine-thirty in the evening from Monday to Thursday, inclusive, should be observed as a period of study. Exceptions to this rule should be made only with the previous approval of the president. Except under unusual conditions lights should be out by ten o'clock. If students find it necessary, for any reason, to be absent from the house on any evening they should inform their landladies of their plans. Boarding students may not be absent from the city over night without the consent of the president.

Those persons who receive our students into their homes, must, of necessity, assume responsibility for their conduct in the same measure as would be required of teachers or matrons in charge of dormitories. They are therefore expected to report to the president any impropriety of conduct on the part of students which ought to be known by him or any behavior of theirs which would be considered improper in a well-regulated dormitory.

CAFETERIA

A cafeteria lunchroom is maintained at the Teachers College in which is served at noon each day on which the College is in session, a good variety of wholesome and attractive food at very reasonable prices.

GENERAL INFORMATION

Tuition

Tuition is free to residents of Massachusetts, but each non-resident is required to pay a tuition fee of $200, one-half payable at the beginning of each half-yearly session. To all students, however, there will be charged an incidental fee of $20, one-half payable at the opening of the college session in September and one-half payable on February 1. No refund of this fee will be made to students withdrawing after the first week.

Physical Examination

Admission to the Teachers College is conditional upon the satisfactory passing of a physical examination. This examination may be required before the opening of the session in September, or at some later date set by the president. No student, however, is allowed to remain whose physical condition does not receive official approval as satisfactory. A local woman physician is available for consultation and will make appointments with the students whenever the need arises.

For use in the gymnasium, a regulation gymnasium uniform is required. Special blanks concerning the style, cost, etc., of these uniforms will be sent to all entering students. In addition to the uniform each student must provide herself with rubber-soled shoes and a rubber cap. For the use of towels in the shower room, a laundry fee of two dollars per year is charged.

Health of Students

It is the earnest desire of the authorities to safeguard and promote, in as many ways as possible, the general health of the students. The college grounds cover some twenty acres, and may be used for many out-of-door games and exercises. Tennis, baseball and volley ball are encouraged. A well-equipped gymnasium affords opportunity for systematic physical training. Open fields are also within easy walking distance, and are a frequent objective of bird walks, school picnics and field-day trips during the fall and spring terms.

Employment of Graduates

The placing of the graduates in schools of their own is accomplished almost wholly through the agency of the College. Members of the senior class often secure positions before the close of the College year or during the summer months through interviews with superintendents who visit the Teachers College for the purpose of securing teachers to fill vacancies.

The president also keeps in touch with the recent graduates, and has on file a record of their work since graduation. From this list recommendations are made to superintendents who are in search of teachers of experience. Every year circulars seeking information concerning their present positions are sent to those graduates who are not teaching under a permanent system of advancement, as in most city schools. Thus most graduates obtain their first charges, and many receive one or more offers of advancement at a later time, through the mediation of the Teachers College.

State Aid

The Commonwealth has annually granted to the Teachers Colleges a considerable sum of money to be divided among such students as are needy and deserving. This College receives its proper share of such funds, and is able to render assistance to a number of students each year. Applications are to be made to the president in writing, and must be accompanied by such evidence as shall satisfy him that the applicant needs the aid.

The Ella M. Whitney Prize

This prize, first offered in 1931, is an annual award, made possible by the gift of Mrs. Ella M. Whitney Risteen, of Hartford, of the class of 1886, of the sum of five hundred dollars, to be granted to the member of the graduating class, who, in the judgment of the Faculty, is the most outstanding student in scholarship, professional skill, and personal development. It was awarded in 1931 to Anna Cecilia Anguria.

Incidental Advantages

Besides special lectures given each year at the College by prominent speakers, many facilities for general improvement are offered to students by the libraries, institutions and other means of culture in which Worcester is rich. Among these may be mentioned the Museum of the Worcester Natural History Society, from which specimens may be borrowed by teachers and students and taken to the Teachers College for purposes of study and illustration; the American Antiquarian Society, which contains a rich store of exhibits and a library including numerous books pertaining to American history, the free public library, having a large reference library, circulating department and reading rooms supplied with leading domestic and foreign papers and periodicals; and the Worcester Art Museum, which offers special privileges to students to study works of art.

STUDENT ORGANIZATIONS

Student-Faculty Council.—This organization, composed of representatives from both faculty and student body, meets periodically to discuss matters of general welfare and makes recommendations to the students for their consideration and subsequent action.

Welfare Committee.—Under the guidance of a group of teachers, the students are enlisted to keep the building neat and orderly. In this way, the students are led to appreciate more fully the difficulties encountered in keeping public buildings clean and to coöperate by a more thoughtful attention to details which make for more pleasant surroundings.

Glee Club.—For those students who have some musical ability, the instructor in music organizes and conducts a glee club, which contributes occasional programs at meetings of the student-body and once or twice a year gives a public concert.

Cercle Français.—Students who have a knowledge of French and who desire to retain or to increase it are given the opportunity in this organization, directed by the instructor in French. Meetings are held twice a month, with varied programs.

The D. D. D. Club.—An honorary dramatic society drawing its membership on a scholarship basis from the students of the second-, third- and fourth-year classes. It promotes the study of dramatics in fields suitable for school work and public entertainment. Its activities tend to develop initiative and to give pleasure. A faculty adviser is elected each year from the English department.

Telurnah.—A nature and health club to which students of nature and health are eligible after one semester of satisfactory scholarship. The aims of the club are to promote an understanding and appreciation of nature and to aid in the development of a good mind in a sound body. Various forms of outdoor exercises and hikes are taken, including an annual trip to the bird sanctuary at Sharon.

Class Organizations.—With the assistance of a committee from the Student-Faculty Council and the Advisor of Student Organizations, the classes are organized for the transaction of business connected with the scholastic and social aspects of the College life. Some training in parliamentary procedure is afforded in the business meetings and in the conduct of the elections.

The parties and entertainments held from time to time throughout the year are usually conducted by these different organizations.

TODD LECTURE

The Annual Henry Todd Lectureship was established in the State Teachers Colleges and the Massachusetts School of Art in 1926. It was made possible by the bequest of Henry Todd, merchant, who died in New York City on March 2, 1849. The original amount was invested and allowed to accumulate during the years until it reached a sum sufficient for this purpose.

The first lecturer under this foundation was Dr. Edward Howard Griggs of Groton-on-Hudson, New York. His subject was "The Influence of the Parent and Teacher in Character Training and Development." The lecturers since 1926 have been Mrs. Dorothy Canfield Fisher of Arlington, Vermont, who spoke on "Creative Reading"; Dr. Charles H. Judd, Professor of Education and Director of the School of Education, University of Chicago, who spoke on "Social Inheritance"; Dr. Harlow Shapley, Professor of Astronomy, Harvard University, and Director of the Harvard University Observatory, who spoke on "The Galaxy of Galaxies"; Dr. Ellwood P. Cubberley, Professor of Education and Dean of the School of Education, Leland Stanford Junior University, who spoke on "A Philosophy for the Educative Process"; Lorado Taft, Artist and Lecturer, Chicago, who spoke on "My Dream Museum" (illustrated); and Dr. Albert Bushnell Hart, Historian, United States George Washington Bicentennial Commission, who spoke on "George Washington the Schoolmaster of the Nation."

ASSEMBLY PERIOD LECTURES

One period a week is set aside for a general assembly of the entire student body and the faculty. At this time, lectures or musical programs are given, business pertaining to student activities is conducted, and discussions having to do with the life of the

college or with outstanding events in the world at large are held. Since the publication of the last catalogue, the following persons have contributed to this program:

Dr. C. E. A. Winslow, Director of Public Health, Yale University, "Problems of World Health."

Dr. William F. Lynch, Misses Alice and Helen Lynch, Xylophonists; Mr. Malcolm C. Midgley, Tenor: Musical program.

Miss Elizabeth Alberti, Director of Educational Department of the Worcester Art Museum, "Early Crafts in Massachusetts."

Miss Ida E. Schiebe, Supervisor of Safety Education, State Department of Education, "Safety Education in the Elementary Grades."

Miss Marion E. Robertson, Educational Worker, Worcester County Extension Service, "Problems of Nutrition in the Junior High School."

Mr. Earl C. Richards, Master in Chancery, Worcester County, "Respect for Contractual Relations."

Mr. Charles W. Hawkes, Lecturer for Sampson and Murdock Company, "Making Good in Business."

Mr. Percy E. Thayer, Lecturer for Thayer, McNeil Company, "Foot and Posture Films."

Mr. Hans Weiss, Probation Officer of Juvenile Delinquency, Worcester, "The School and Behavior Problems of Children."

Miss Katherine C. Feeley, Director of Education for the Deaf, Elizabeth Street School, Worcester, "Education for Deaf Children."

Dr. David Potter, Professor, Clark University, "Birds and Insects."

Miss Grace A. Kendrick, Supervisor of Music, State Teachers College at Worcester, Song Recital.

Miss Gertrude V. Wheeler, Supervisor of Practice Teaching, State Teachers College at Worcester, "The Passion Play."

Miss Marguerite C. McKelligett, Teacher of French, State Teachers College at Worcester, "The Story of Joan of Arc."

Dr. George H. Blakeslee, Head of the Department of History and International Relations at Clark University, "The Manchurian Situation."

Mr. and Mrs. John Cronan of the Boston and Newton Public Libraries, "The Art of Story Telling for Educational Purpose."

Mrs. Louise Sprague Eaton, Instructor in Drama and Expression, "Vocal and Physical Expression in Public Performance."

Prof. Newell Carroll Maynard, Head of the Department of Oratory and Expression at Tufts College, "The Control of the Voice in Classroom Work."

Dr. Samuel W. Hartwell, Director of the Worcester Child Guidance Clinic, "The Relation between the Schools and the Work of the Clinic."

Dr. William D. Parkinson, Former principal of the State Normal School at Fitchburg (now State Teachers College), "Personal Elements in Teaching."

Dr. Paul Wakefield, Chief of the Chadwick Clinic, Cambridge, "Prophylactic Investigation and Treatment of Tuberculosis Suspects in the Schools."

Mrs. Florence K. Hyde, Child Development Center at Paxton, "Character Education through Creative Activity."

Mrs. Lucia Ames Mead, Brookline, Authority on International Peace, "The United States and the League of Nations as Related to the Sino-Japanese Crisis."

Mr. Cyrus E. Dallin, Noted Sculptor and Instructor at the Massachusetts School of Art, "The American Indian, His Art and Philosophy of Life."

Mr. L. R. Talbot, Secretary of the Massachusetts Audubon Society, "Our Native Birds and Their Habits."

Dr. Donald D. Durrell, Boston University School of Education, "Individual Differences among School Children."

STUDENTS

Graduates of June, 1930[1]

Candidates for the Degree of Bachelor of Science in Education

Four-Year Curriculum

Batchelder, Ida Louise	Webster
Berman, Rose Leslie	Milford
Blakely, Madeleine Paine	Mittineague
Boylan, Irene Mary	Worcester
Brady, Alice Antoinette	Worcester
Cross, Alice Winifred	Holden
Duesel, Gladys Christine	Worcester
Ford, Catherine Elizabeth	Grafton
Gagliarducci, Concetina Marie	Springfield
Garrity, Mary Ellinore	Worcester
Gilchrist, Gladys Martina	Worcester
Gleason, Narcissa Elizabeth	Holden
Hall, Bertha Charlotte	Worcester
Hardy, Mary Teresa	Worcester
Hofstra, Ruth Mildred	Millbury
Koivumaki, Ellen Elvira	Worcester
Lefebvre, Lorette Marguerite	Worcester
Lubelczyk, Cecelia Leona	Gilbertville
Madigan, Eileen Claire	Worcester
Melican, Marion Grace	Worcester
McDermott, Elizabeth Patricia	Worcester
McKenna, Mary Jane	Worcester
Negrotti, Chilistine Marion	Hopedale
O'Connor, Mildred Sexton	Worcester
O'Connor, Noreen Butler	Worcester
Peabody, Mary Beatrice	Worcester
Phillips, Mary Underwood	Worcester
Prior, Camilla Elizabeth	Baldwinville
Raymore, Sylvia Irene	North Brookfield
Remmert, Marion Daly	Warren
Sanborn, Dorothy Ellclar	Palmer
Shapiro, Minnie Anna	Worcester
Snow, Amelia Sylvia	North Oxford
Swartz, Esther	Worcester
Tisdale, Alice Mary	Leominster
Wheeler, Ethel Lois	Worcester

Three-Year Curriculum and Extension Work

Callan, Mary Veronica	Worcester
Carpenter, Grace Hoyle	Webster
Dumais, Exilia Emma	Fitchburg
Garvey, Mary H.	Springfield
Hurley, Margaret Theresa	Worcester
McDonald, Mary Veronica	Worcester
McPartland, Margaret Frances	Worcester
Shea, Mary Georgianna	Worcester
Sherwin, Louise Alice	Worcester
Wells, Marion Gertrude	Worcester
Wheeler, Gertrude Vianna	Worcester

Candidates for the Elementary School Teachers' Diploma

Two-Year Curriculum

Anderson, Mabel Amanda	Millbury
Bradley, Ruth Mary	Worcester

[1] Included in this issue for purposes of record.

Colaizzi, Lucy Lillian	Worcestor
Clark, Lois	West Boylston
Clement, Ruth Elizabeth	Worcester
Connor, Clare Elizabeth	Worcester
Croce, Teresa Marie	Worcester
Derby, Ellen Frances	Worcester
Devlin, Margaret Mary	Blackstone
Dorr, Amy Lillian	Worcester
Fournier, Alma Marie	Whitinsville
Grenier, Dorothy Elizabeth	Webster
Guilfoyle, Catherine Agnes	Holden
Jaillet, Yvonne Blanche	Acushnet
Johnson, Agnes Greene	North Grafton
Lalor, Dorothy Virginia	Millville
Langelier, Evelyn Juliette	Bondsville
Looney, Anne Teresa	Worcester
Lynch, Helen Mary	Uxbridge
MacGillivray, Mildred Florence	Worcester
Mahlert, Doris Mabelle	Worcester
Ogden, Geraldine	West Upton
Porter, Nola Alfreda	Holden
Pulsifer, Geneva Earle	Worcester
Sanborn, Harriet Madeline	Palmer
Scollard, Mary O'Neill	Holyoke
Sweeney, Katherine Mary	Worcester
Williams, Constance Ann	Worcester
Witkoski, Genevieve Constance	Thorndike

Candidates for the Kindergarten-Primary Teachers' Diploma

Two-Year Curriculum

Campbell, Ruth Eleanor	Blackstone
Church, Gladys Katherine	Springfield
Deyo, Evelyn Belle	Worcester
Healy, Claire Frances	Worcester
Murphy, Ellen Frances	Worcester
Rustigian, Flora	Worcester
Snow, Helen Randall	Holden
Worthington, Muriel Walker	Palmer
Yarock, Helen	Worcester

Graduates of June, 1931[1]

Candidates for the Degree of Bachelor of Science in Education

Four-Year Curriculum

Ahearn, Margaret Mary	Worcester
Anguria, Anna Cecilia	Worcester
Bieling, Inez Cook	Fall River
Carey, Patricia Alice	Worcester
Collins, Jane Mary	Worcester
Cosmai, Leda Diane	Worcester
Davis, Florence Gertrude	Worcester
Dobie, Anne Elizabeth	Hubbardston
Eaton, Ellen Eugenia	Worcester
Finkel, Mary	Roxbury
Gettings, Theresa Anne	Worcester
Girouard, Mary Agnes	Gilbertville
Healy, Catherine Elizabeth	Worcester

[1] Included in this issue for purposes of record.

Hearn, Elaine Georgianna	Palmer
Heffernan, Gertrude Veronica	Worcester
Johanson, Ingrid	Oakdale
Kneeland, Margaret Barbara	Worcester
Magwood, Dolores Gertrude	Worcester
Mailloux, Heloise Claire	Fitchburg
Mannix, Carol Lucy	Worcester
McCarthy, Margaret Louise	Worcester
McDonald, Katharine Waugh	Worcester
McDonald, Mary Dilworth	Worcester
Meader, Laurie Adams.	Clinton
Minehan, Josephine Ruth	Marlborough
Nevins, Helen Theresa	Worcester
Nordmark, Alice Matilda	Worcester
O'Brien, Margaret Mary	Worcester
Palmer, Margaret Gertrude.	Worcester
Pinard, Cecile Marie	Leominster
Poulin, Eva Anna	Worcester
Power, Josephine Honor	Worcester
Raftery, Katherine	Worcester
Reardon, Claire Marie	Worcester
Ryan, Eleanor Katherine	Worcester
Savko, Anna Rita	Worcester
Sexton, Helen Margaret	Worcester
Stimpson, Mary Barton	Worcester
Stone, Leah Mary	Millbury
Sullivan, Mary Elizabeth	Worcester
Turner, Lily	Worcester
Warren, Phyllis	Worcester
Whittle, Doris Evelyn	Worcester

Three-Year Curriculum and Extension Work

Breen, Delia Mary	Worcester
Cronin, Margaret Gertrude	Worcester
Deignan, Alice Elizabeth	Worcester
Devaney, Agatha Elizabeth	Worcester
Fitman, Anna Gertrude	Worcester
Kelley, Katherine Cecilia	Worcester
Knowlton, Clover Gates	Worcester
Lee, Anna Marie	Worcester
Meehan, Lillian Agatha	Worcester
Schofield, Ellen Margaret	Worcester
Tierney, Sarah Skerrett	Worcester
Twiss, Marion Dillon	Worcester

CANDIDATE FOR THE ELEMENTARY SCHOOL TEACHERS' DIPLOMA

Two-Year Curriculum

Fowler, Marion Viola	Worcester
McCarthy, Barbara Harriet	Worcester

Students in Residence, 1931–1932

Fourth-Year Students

CANDIDATES FOR THE DEGREE OF BACHELOR OF SCIENCE IN EDUCATION

Four-Year Curriculum

Alin, Alice Ingeborg	Worcester
Austikolins, Elizabeth Margaret.	Worcester
Beagarie, Marjorie May	Hubbardston
Bertrand, Jeannette Laurette	Leominster

Bickford, Ruth Andrus	Baldwinville
Broderick, Anna Frances	Sterling Junction
Carroll, Grace I Dell	Rutland
Cohen, Fannie Belle	Worcester
Courtney, Julia Mary	Worcester
Donahue, Anna Rose	Worcester
Donohue, Margaret Marion	Worcester
Donnelly, Mary Irene	North Brookfield
Falby, Gertrude Irene	Northborough
Fitzpatrick, Kathryn Lillian	Worcester
Goldman, Rosaline	Worcester
Gough, Mary Agnes	Worcester
Granger, Rose Marie	Worcester
Holbrook, Florence Gertrude	Holden
Jarvey, Sylvia Marie	Worcester
Joney, Olive Louise	Westborough
Karpowich, Julia Rita	Worcester
Kennedy, Kathleen Mary	Worcester
Kiely, Kathleen Rita	Worcester
Lustman, Lila Elna	Worcester
Maki, Empi Mary.	Worcester
Matthewman, Gertrude Mary	Whitinsville
Morowski, Catherine	Worcester
Mullen, Kathryn Webber	Barre
Murphy, Ellen Frances	Worcester
O'Brien, Olive Elizabeth	Palmer
O'Sheasy, Frances Mary	Worcester
Padula, Annabel	Worcester
Pickford, Dorothy Hawthorn	Webster
Rae, Rita Janet	Worcester
Rawson, Wyla Belle	Worcester
Rogers, Margaret Joyce	Worcester
Saunders, Esther Isabel	Webster
Sheehan, Mary Bridget	Worcester
Simmons, Florence Sophie	Worcester
Smith, Mary Winifred	Worcester
Sundeen, Lillian Evangeline	Worcester
Tobey, Dorothy Cora	Worcester
Wiback, Helen Elizabeth	Worcester
Wynn, Mary Abigail	Mansfield

Third-Year Students

Candidates for the Degree of Bachelor of Science in Education

Four-Year Curriculum

Balkose, Mary Margaret	Worcester
Bloom, Sylvia	Springfield
Boyden, Grace Laura	Boylston
Carruth, Louise Cole	Worcester
Conlin, Helen Louise	Worcester
Gaudette, Gertrude Janet	Worcester
Gazoorian, Rose Barbara	Worcester
Gordon, Helen May	Worcester
Grady, Gertrude Esther	Worcester
Kennedy, Anna Pauline	Worcester
Lonczewski, Edith Helen	Worcester
Madigan, Catherine Teresa	Worcester
Manning, Ruth Eliza	Worcester
Maxwell, Helen Lucille	Worcester
McGuinness, Marguerite Marie	Webster
McQuaid, Margaret Lee	Spencer

Meleski, Anastasia Rita	Worcester
Murphy, Mary Gertrude	Worcester
O'Brien, Catherine Angela	Worcester
O'Day, Catherine Mary	Worcester
Rappaport, Thelma	Worcester
Rich, Marion Agatha	Shrewsbury
Ring, Sylvia Rachel	Worcester
Rustigian, Flora	Worcester
Ryan, Madeleine Beatrice	Worcester
Smith, Victoria	Worcester
Squire, Barbara Frances	Fall River
Stafford, Helen Elizabeth	West Auburn
Sullivan, Margaret Mary	Worcester
Tsianco, Helen Alice	Worcester
Walsh, Geraldine	Allerton
Wass, Florence Arlene	Leominster
Wray, Mabel Elizabeth	Worcester

Candidates for the Elementary School Teachers' Diploma

Three-Year Curriculum

Bearse, Minerva Adelaide	Worcester
Cariglia, Rachel Mildred	Worcester
Connelley, Merle Mary	Worcester
Croce, Teresa Marie	Worcester
Dorling, Evelyn Emily	East Brookfield
Gilchrist, Ruth Doris	Worcester
Glixman, Anne	Worcester
Leach, May Temple	Warren
Looney, Anne Teresa	Worcester
McDonald, Alice Mary	Oxford
McSheehy, Constance Beatrice	Whitinsville
O'Reilly, Julia Virginia	Worcester
Riddell, Grace Elizabeth	Warren
Sullivan, Catherine Mary	Worcester
Tays, Laura Jean	Palmer
Webber, Margaret Charlotte	Rutland

Second-Year Students

Candidates for the Degree of Bachelor of Science in Education

Four-Year Curriculum

Abdella, Martha Margaret	Worcester
Anderson, Ruth Elaine	Worcester
Bartimo, Christina Cornelia	Leominster
Bass, Gertrude	Worcester
Blanchard, Evelyn May	Ayer
Blodgett, Geraldine Olive	Worcester
Bolduc, Gertrude Corinne	Worcester
Borci, Mary Antoinette	Worcester
Brady, Kathryn Agnes	Leominster
Carruth, Helen Mason	Worcester
Chapdelaine, Elizabeth Frances	East Douglas
Crimmin, Eleanor Catherine	Spencer
DeMalia, Anna Marie	Worcester
Dooley, Norma Adams	Malborough
Dowden, Vera Mary	Worcester
Driscoll, Helen Mary	Worcester
Duke, Florence Margaret	Webster
Earl, Evelyn Everest	Dalton

Gallen, Elizabeth Mary	Worcester
Grogan, Eleanor Margaret	Millbury
Harmon, Ruth Crouse	Leicester
Hay, Marion Genevieve	Shrewsbury
Howes, Iris Beatrice	Holden
Kaufman, Edith Rose	Worcester
Kelly, Rita Marie	Spencer
Klinglof, Edith Christine	Worcester
Maguire, Pauline Sophie	Worcester
Mahoney, Marie Patricia	Worcester
Masoomian, Mary Christine	Worcester
McGeary, Margaret Elizabeth	Webster
Monahan, Helen Mary	Worcester
Moore, Doris Gertrude	Templeton
Mulgrew, Helen Claire	Blackstone
Murphy, Mary Madeline	Worcester
Naas, Ethel Irene	Worcester
O'Gorman, Bernadine Florence	Worcester
O'Halloran, Catherine Cecelia	Worcester
Phelan, Maryita	Watertown
Phillips, Shirley Wadsworth	Worcester
Racicot, Theresa Marianne	Webster
Roche, Elizabeth Frances	Worcester
Santimore, Aurora Frances Cecelia	Dodge
Skarin, Martha Helen	Worcester
Sullivan, Mary Elizabeth	Worcester
Thornton, Jessie May	Worcester
Thresher, Alyce Barnes	Hardwick
Ward, Mary Theresa	Hopkinton

Candidates for the Elementary School Teachers' Diploma

Three-Year Curriculum

Army, Doris Elizabeth	Millbury
Baker, Muriel Ona	Webster
Butler, Alice Eileen	Webster
Curtis, Louise Sumner	Worcester
Deresh, Helen Albina	Worcester
Fink, Rita Marie	Millbury
Finne, Hazel Evangeline	Worcester
Hallihan, Irene Mary	Worcester
Johnson, Shirley Linnea	Auburn
Kangas, Aili Amanda	Hubbardston
Lamb, Ruth Evangeline	Oxford
McKenna, Mary Elizabeth	Worcester
McMullen, Mary Esther	Spencer
Oldread, Elizabeth Martha	West Warren
Quigg, Mary Margaret	Webster
Workman, Mary	Whitinsville
Young, Mary Elizabeth	Pittsfield
Zamanigian, Beatrice Dickrunne	Worcester

First-Year Students

Candidates for the Degree of Bachelor of Science in Education

Four-Year Curriculum

Asp, Sylvia Helena	Worcester
Bannon, Rita Margaret	Worcester
Biadasz, Frances Elizabeth	Webster
Birbara, Marion	Worcester

Broberg, Gertrude Irene	West Millbury
Burke, Margaret Mullaly	Easthampton
Cahill, Alice Marie	Worcester
Carlson, Anna Hildegarde	Worcester
Chafetz, Lillian Rose	Milford
Coburn, Ruth Frances	Worcester
Cromack, Ruth Evelyn	Shelburne Falls
Crosby, Myrtle Evelyn	Oxford
Cunningham, Mary Rosamond	Blackstone
Daly, Helen Sinclair	Worcester
Dargin, Madeline Frances	Worcester
Davis, Madeline Harriett	Worcester
Derry, Mary Catherine	Worcester
Duffy, Ruth	Worcester
Dufleid, Marie Madeleine	Pittsfield
Fine, Rosalind Ruth	Worcester
Finneran, Rose Agnes	Worcester
Fitzpatrick, Mary Antoinette	Worcester
Foley, Anna Katherine	Worcester
Foley, Mary Elizabeth	Worcester
Gagan, Ann Elizabeth	Worcester
Garfield, Mary Margaret	Framingham
Griff, Gertrude Laura	Worcester
Grogan, Elizabeth Clare	Millbury
Hallfors, Helen Elizabeth	Worcester
Halpin, Charlotte Mary	Worcester
Harrahy, Helen Therese	Worcester
Haskins, Helen Bosham	Pittsfield
Hazen, Rosamond Ida	West Brookfield
Higginson, Dorothy Elizabeth	Millbury
Hoyt, Charlotte Sarah	Worcester
Jones, Mona Edith	Northborough
Johnson, Edith Margaret	Millbury
Jordan, Lois Wray	Grafton
Judd, Ella Harriet	Greenfield
Kane, Mary Elizabeth	Westborough
Lanphear, Dorothy Myrtle	Southbridge
Lensky, Josephine Bertha	Dudley
Leonard, Florence Louise	Auburn
Lynch, Claire Ellen	Millbury
Madigan, Alice Marie	Worcester
Mahoney, Mary Elizabeth	Worcester
Mayers, Margery Belle	Millbury
McAvoy, Anna May	Millbury
Mitchell, Rosemary Roberta	Marlborough
Morgan, Georgia Mae	West Springfield
Newhall, Barbara Virginia	North Uxbridge
Newton, Esther Gertrude	Oxford
Nilson, Judith Marie	Boylston
Oswell, Harriet Louise Gwendolyn	Worcester
Pilibosian, Sadie Helen	Whitinsville
Power, Margaret Mary	Worcester
Power, Mary Lillian	Worcester
Quinn, Rosa Agnes	Worcester
Randall, Hazel May	Bolton
Reardon, Mary Agnes	Worcester
Rogers, Mary Adeline	Worcester
Rowley, Miriam Laura	Worcester
Ruddy, Margaret Evangeline	Millbury
Saber, Mary Anna	Worcester
Sargent, Dorothy Elizabeth	Northborough

Savatsky, Bessie	Worcester
Scott, Charlotte Anna Dorothy	Worcester
Simpson, Dorothy Charlotte	Worcester
Strong, Dolores Barbara	Worcester
Sullivan, Irene Marie	Worcester
Taylor, Bernice Thelma	Whitinsville
Tracey, Catharine Elizabeth	Worcester
Tracy, Helen Bernardine	Worcester
Trotsky, Lilyan Janet	Webster
Warden, Edith Harriet	Worcester
Zambarano, Mary Esther	Worcester

Candidates for the Elementary School Teachers' Diploma

Three-Year Curriculum

Bailey, Dorothy Elizabeth	Worcester
Buxton, Mary Leona	Millbury
Carey, Dorothy Rita	Worcester
Carter, Florence Evelyn	East Douglas
Daby, Ruth Lorraine	Worcester
Farrell, Dorothy May	Boylston, Alabama
Forzley, Anna	Worcester
Fournier, Yvonne Clare	Whitinsville
Granger, Edna May	Worcester
Hehir, Helen Doon	Worcester
Kay, Margaret Evelyn	Worcester
Knight, Ethel Iodell	Shrewsbury
Lee, Florence Ida	West Millbury
Leone, Congetta Jennie	Worcester
Lonergan, Ruth Elizabeth	Webster
Madden, Mary Elizabeth	Spencer
Magee, Frances Mary	Auburn
McCool, Isabel Ann	Whitinsville
Pierce, Dorothy	Holden
Plummer, Evelyn Louise	Millbury
Poti, Yole Maria	Worcester
Sousa, Rose Marie	Hudson
Sullivan, Helen Catherine	Worcester
Tillson, Chloe Elinor	Cochituate
Tucker, Edith Viola	Petersham
Tunstall, Ruth Marion	Worcester
Wirths, Gertrude Gladys	Worcester
Wriston, Mildred Gladys	Westborough

Special Students

Gulben, Elvira Alexander	Worcester
Lloyd, Lillian Constance	Oxford

GRADUATES' ASSOCIATION

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President	Miss Ethel M. Rankin	Class of 1908
Vice-President	Mrs. Vera Leach Handy	Class of 1907
Secretary	Mr. Harry A. Boyle	Class of 1918
Honorary Secretary	Miss Arabella H. Tucker	Class of 1876
Treasurer	Mr. William F. Butler	Class of 1899

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Miss Mary K. McAuliffe	Class of 1905
Miss Katherine T. Goulding	Class of 1905
Miss Mary F. Odlum	Class of 1923

Committee on Necrology and Friendly Offices

Mr. John E. Lynch	Class of 1884
Mrs. Carrie Stone Woodward	Class of 1882
Miss Florence G. Holden	Class of 1900
Miss Emma E. Allison	Class of 1895

Auditors

Miss Margaret E. Flynn	Class of 1894
Miss Annie J. Butterfield	Class of 1887
Miss Mary V. McDonald	Class of 1916

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[# 1]